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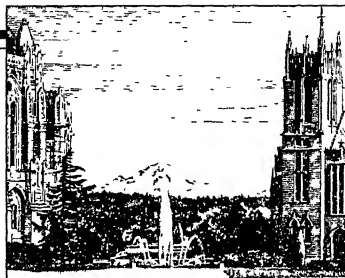
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CHINA AND JAPAN  
IN OUR UNIVERSITY  
CURRICULA — *Carter*

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CHINA AND JAPAN IN OUR  
UNIVERSITY CURRICULA

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# CHINA AND JAPAN IN OUR UNIVERSITY CURRICULA

WITH A SPECIAL SECTION ON THE  
UNIVERSITY OF HAWAII

*Edited by*  
EDWARD C. CARTER



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WE HOLD that a truly humanistic education is no longer possible without a more profound knowledge of China. We endeavor to advance the scientific study of China in all its branches for the sake of the paramount educational and cultural value of Chinese civilization, and thereby hope to contribute not only to the progress of higher learning, but also to a higher culture and renaissance of our civilization and to the broadening of our own ideals. We advocate with particular emphasis the study of the language and literature of China as the key to the understanding of a new world to be discovered, as the medium of gaining a new soul, as an important step forward into the era of a new humanism that is now in process of formation.

BERTHOLD LAUFER

*From the April, 1929, Bulletin of the  
American Council of Learned Societies*



## INTRODUCTION

THE AIM of the Institute of Pacific Relations is to promote among the peoples bordering on the Pacific Ocean the study of their mutual interests. In order to learn the part which it must play in the discharge of the Institute's total task, the American Council must discover the extent to which the public schools, the universities, the press, the libraries, the museums, the commercial organizations, and the Government itself are enabling our people to study their relationships to the peoples across the Pacific. It is safe to make a preliminary assumption that our facilities for such study are meager. Our school children learn a little of Europe. They learn less of Asia. The press carries more and more news of Europe, but because of governmental difficulties our Oriental news is still negligible. How penurious we have been in providing the officers of our Government with adequate facilities for the study of our relations with the other peoples of the world is revealed in the Foreign Policy Association's recent study of our own State Department.\*

In the matter of language study alone, California recently afforded an instance of the striking contrast between the growing interest of that state in the Orient and the language facilities provided. A question addressed to some of the leading educators of the state revealed that for her citizens California provides instruction in French at four hundred centers but in the Chinese and Japanese languages at only two public institutions. Even with this record, California remains a banner state in the teaching of Far Eastern languages.

Preliminary inquiries by Colonel Arthur Woods and later by Professor Kenneth S. Latourette appeared to indicate that our colleges and universities were almost as backward as the

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\**Administration of the Department of State*, by William T. Stone. February, 1929.

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public schools in their treatment of the Orient. The Education Committee of the American Council, under the chairmanship of Dr. William H. Kilpatrick, thus found itself confronted with a very elementary question: What provision do the public schools and the universities make for preparing their students to exercise intelligent citizenship as members of a Pacific Ocean community of nations? The study of what the higher institutions are offering seemed to come first, and this little book is the result. Speaking broadly, it reveals that our universities and colleges are not yet prepared to equip either scholars or men of affairs to deal competently with the Orient of the past or of tomorrow. Indeed, our Western civilization systematically ignored the Orient. In the words of M. Henri Cordier,

The Occidentals have singularly contracted the field of history of the world when they have grouped around the people of Israel, Greece, and Rome the little that they knew of the expansion of the human race, being completely ignorant of these voyagers who plowed the China Sea and the Indian Ocean, of these cavalcades across the immensities of Central Asia up to the Persian Gulf. The greatest part of the universe, and at the same time a civilization different, but certainly as developed as that of the ancient Greeks and Romans, remained unknown to those who wrote the history of their little world while they believed that they were setting forth the history of the world as a whole.\*

In the course of this study several correspondents have asked whether there is likely to be an adequate supply of competent teachers to meet the universities' inevitably increasing demand. In answer to a similar question at the first Conference on the Promotion of Chinese Studies, convened by the American Council of Learned Societies, Dr. George H. Danton of Oberlin said:

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\* Henri Cordier, *Histoire Générale de la Chine*, Paris, 1920, Vol. I, p. 237.

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There is a noticeable lack of American scholars capable of carrying on research of a high type in sinology. There are many who are interested in China, in its politics, its economics and sociology, but there has been little really scholarly research by Americans in Chinese history, philology, or archæology. One of the reasons for this state of affairs is that the American cannot commence serious work at a sufficiently early age so long as he is dependent upon American schools; while another is that he cannot have competent instruction. While it would be considered absurd to have a student begin the study of French or German in the graduate school, yet that is what he is expected to do in the case of Chinese. Instruction in Chinese language and civilization ought to be offered at least as early as the junior year in college. This would give the student a certain amount of familiarity with the language before he entered the graduate school. It is necessary first to develop the scholars, for without them libraries will be useless.

Some universities have been very successful in securing highly qualified Chinese and Japanese professors. Others appear to prefer Americans. So far as a future supply here is concerned, Professor Lucius C. Porter of Harvard has called attention to the way in which the prevailing system of college entrance requirements tends to kill off an invaluable source of supply for future teachers of the life and languages of China and Japan. Happily in some universities a Chinese or Japanese may offer proficiency in Chinese or Japanese for credit as a substitute for Greek or Latin, but in most of these no American can offer two years of Chinese or Japanese to meet the entrance language requirements. In the group of children of Americans living in China and Japan a majority speak Chinese and Japanese from their earliest years. Frequently they make a beginning of the study of the written style. Nearly all of the parents of these children are graduates of American universities. These young people offer a

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most promising potential source of supply for future Oriental scholarship, but up to the present have been not only neglected, as such, but actually handicapped by reason of our inflexible college entrance requirements. Even though American schools in the Orient have offered courses in Chinese and Japanese, it has been difficult to persuade children to take these courses because so few colleges here will accept this work as a partial fulfilment of the language requirements. The majority of American children in the Orient plan to go to college in America, but they are automatically driven by our requirements to drop Chinese and Japanese studies just at the period when these could be most successfully pursued. Wholly apart from the impoverishment that comes through being artificially cut off from intelligent experience in the environment in which they are living, these priceless years for the preliminary study of Chinese speech and Chinese ideographs are lost to the future. Professor Porter writes:

If thorough study of Chinese could be recognized as equivalent to such study of any other modern language—and the riches of Chinese literature prove the value of knowing the key to reach them—then it would be easy and natural for American children born in China to specialize on Chinese in high school to offer it for entrance at an institution where Chinese could be continued during college years; and thus to secure a remarkable preparation before the period of strict post-graduate study begins.

If we are sincere in our desire to promote Chinese studies, we should make every effort to remove the barriers that hold back those who might easily become our most adequately prepared scholars.

For immediate practical purposes, it may be possible that the rapid development of the Thousand Character system may aid in enticing more foreigners in the future to attempt to acquire a working knowledge of the Chinese language.

The language question is, of course, only a part of the

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larger one of our whole relationship between the East and the West. As Professors Kilpatrick and MacNair point out later in this volume, the main tasks are two: First, to deepen our appreciation of the cultures of the East—even at the cost of a loss in self-esteem—second, to translate into educational curricula the facts of our vital and growing relationship with the Orient. With the rapid progress of the new social science experiments of Professor Harold Rugg and others, there may be a danger that higher education will lag behind the secondary schools in interpreting the facts of our new relationship in the world community.

Indeed, this present study itself may be an educational step backward if we concern ourselves solely with the number of specific courses on the Orient. It is not unlikely that an institution which is weaving into many courses in many departments teaching materials from the Orient is rendering as important a service to the cause of understanding among the Pacific peoples as an institution with a specialized department of Oriental courses in which are focused exclusively all of the institution's interests in the Far East. I wish to record emphatic appreciation of the numerous institutions where, although no specific courses are given, interest in the Orient is stimulated in the most natural way—around the existing interests and experiences of the undergraduates.

The great number of fellowships offered in American universities for graduate study in Europe stands out in amazing contrast with the fellowships for Far Eastern study reported in this book. The data here collected reveal the Willard Straight Fellowship as almost the first fellowship of the kind and is yet one more tribute to the prophetic imagination of a woman who has, in almost every field of creative effort in the United States, proved herself to be a decade or two ahead of her time. The unoccupied fields of research and public education regarding the Far East cannot be entered



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unless the example set by the Willard Straight Fellowship is followed by a large number of private individuals and educational institutions.

There are now 1,100 Chinese and 800 Japanese studying in this country. It would be difficult to envisage the changes that might take place in the texture of American life, if, for two generations, each quadrennium found a corresponding number of carefully chosen American graduate students studying in the universities of China and Japan.

The scope of this study has been strictly limited. Geographically, it excluded India and western Asia, partly because at present only the Far Eastern countries are included in the Institute of Pacific Relations, and partly because Chinese and Japanese life and literature seem to be even more neglected than Sanskrit and Hebrew. The limiting of the study to the universities, colleges, junior colleges, and teacher training schools, given in the accredited list of higher institutions as published by the *Education Record* for 1928, automatically excluded the theological seminaries from this study.

As an indication of trends, the value of this study is lessened by its being the first attempt at a comprehensive survey in this field. It may prove of value five or ten years hence as offering a point of reference for a further study.

A study involving correspondence with so many institutions, regarding curricula which are constantly changing, must inevitably run the risk of omissions and inaccuracies. Those who detect these are urged to send details to the Editor in order that, if possible, they may be rectified in a future bulletin.

For the laborious task of collecting and arranging the data, I am indebted to Miss Elizabeth Watson and Miss Betty Brown. Miss Watson also wrote the Summary of Findings.

EDWARD C. CARTER.

# What the Far East Means to America

INTERPRETATIONS OF THE DATA\* BY AN HISTORIAN AND BY AN  
EDUCATOR

## I

### The Increasing Nearness of the Orient

HARLEY FARNSWORTH MACNAIR

*Professor of Far Eastern History and Institutions at the University  
of Chicago*

HAN YU, the great Chinese scholar of the eighth and ninth centuries of the Christian era, who is described by Professor Giles as "undoubtedly the most venerated of all those ever associated in any way with the great mass of Chinese literature," once protested in a memorial to the emperor against the honors being paid to a Buddhist relic. "For Buddha," said he, "was a barbarian. His language was not the language of China. His clothes were of an alien cut. He did not utter the maxims of our ancient rulers, nor conform to the customs which they have handed down. . . ." The point of view of Han Yu has, with justice, been cited as typical of that of many Orientals toward foreign peoples, ideas, and institutions from earlier times to the present day. What is likely to be overlooked, or conveniently forgotten, by Americans is that Han Yu's viewpoint is not noticeably different from that of many of their own countrymen with reference to Asiatics and their "alien" cultures. There is, perhaps, quite as great danger to the peace of the world from American ignorance of the East as from Eastern ignorance of the West.

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\*See Summary of Findings, pp. 21-49.

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A few years ago the writer published a paper "On American Ignorance of Things Oriental." The occasion was the coming to this country of Professor Paul Pelliot who was to spend a term at Columbia University. No one interested in the transit of ideas and interchange of cultures could fail to rejoice that so eminent a student of Asiatic civilization was to lecture even for a short time in an American institution of learning. Much was to be hoped for if not, necessarily, expected. Caution in expectation was justified, considering that two years earlier an editorial had appeared in one of America's "magazines-of-a-million" containing this startlingly complacent statement: "There is only one first-class civilization in the world today. It is right here in the United States and the Dominion of Canada. Europe's is hardly second-class, and Asia's is about fourth- to sixth-class." Writing in the *Atlantic Monthly*, "On a Certain Condescension in Americans," Miss Repplier commented on this curt summarization of civilizations. "I verified this quotation, finding it a little difficult to credit, and borrowed it for a lecture I was giving in New York. My audience took it at its face value, and cheerfully, I might say enthusiastically, applauded the sentiment. It was evident that to them it was a modest statement of an incontrovertible fact, and they registered their cordial agreement. They seemed—so far as I could apprehend them—to believe that we were like the Jews, a chosen people; that our mission was the 'uplift' of the human race; and that it behooved those who were to be uplifted to recognize their inferior altitude." One might, then, hope but hardly expect much from the representative of a "second-class" civilization who was to address students enjoying the advantages of a "first-class" civilization on topics connected with "fourth- to sixth-class" civilizations.

Until recently one could list on the fingers of one hand the colleges and universities in the United States which were making any intelligent attempt to acquaint even a small percentage

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of their students with the cultures and the problems of modern Asia. The idea appears to have been current that Alexander's conquests constituted a death blow to what little culture may have flourished on that continent prior to his rule. Civilization in the Far East in particular was all but ignored by American college students. There is little difference between the peoples of Asia, Europe, and the Americas as regards ego-centricity. The essential fairness of this statement is shown by the findings in this study. Five hundred and forty-six institutions accredited by the American Council of Education were consulted as to provisions made by them for the study of Far Eastern questions. About twenty per cent made no reply. Two hundred and one reported no courses majoring on the Far East. One hundred and eleven institutions reported 281 specific courses. Sixty-nine of the 111 offered but one course. Allowing for error and for the introduction of courses since the reports were made, this is not a brilliant showing—but it is surprisingly better than it would have been had the survey been made ten, or even five, years ago.

If we approach this problem from a different angle, consulting the catalogues of the 546 institutions for courses dealing with Europe, we shall find the latter out of all proportion as regards the relative importance to the United States of the continents of Europe and Asia, either at the present time or in the future. This is not to insinuate that American students should pay less attention to Europe—Heaven forbid!—but that they should be offered, and accept, the opportunity to pay more regard to Asia.

On a visit to the United States some four years ago, Dr. Julean Arnold, Commercial Attaché to the American Legation in China, scored the smugness and the depth of American ignorance of the Far East. He stated his conviction that it is as necessary for Americans to study Asia as for Asiatics to study

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the West. "Tens of millions of dollars have been spent upon educating Chinese to understand America and American ideas," said Dr. Arnold in an article on this subject, "Whereas but a few tens of thousands have been spent in trying to educate Americans to understand China and things Chinese." He deplored the fact that "twenty-five million children in the public schools of the United States are receiving practically no instruction regarding the civilizations of the peoples of Asia, and that the American people generally are lamentably ignorant of conditions in the Far East." At about the same time that these statements were made, the Chinese Social and Political Science Association in Peking published a monograph by Dr. T. T. Lew on the material concerning China in American textbooks for school children. The conclusions drawn were more critical than complimentary.

Although one feels cheered by the growing interest in the Far East in perhaps one-fifth of the American colleges and universities, the reports from certain institutions and the points of view occasionally expressed leave something to be desired. In some quarters there appears to be haziness as to what the term "Far East" itself connotes and includes; in others there is still uncertainty as to values contained therein. One is reminded at times of an account of the late Professor E. H. Parker, published in 1926 by Lady Hosie. "The faculty hardly knew him by sight. He only once attended a Senate meeting: but at that he made a contribution to the discussion which was never forgotten. He was professor of Chinese at Victoria University, Manchester, and reader in Chinese at Liverpool. A discussion hung on, and on, as to the exact status, dignity, emoluments, and number of students attached to a readership. At last he rose and uttered a solitary sentence which brought down the house, 'I speak in person,' he said, 'as reader in Chinese in Liverpool to say that in my own experience, there is no status

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and no dignity, there are no emoluments and no students!" "Lady Hosie adds: "He was very pungent when he touched on the appalling apathy of British universities as to Chinese subjects, their total disregard of the literature and history of half Asia, and their naive self-content in this state of things. He wanted more chairs of Chinese created, to dissipate this insular attitude toward world learning, and greater support and encouragement given to those already in existence."

It would be impertinent and absurd to offer here an outline of courses on the Far East which should, in one's estimation, be given in any institution or group of institutions. Clearly, each school must meet its peculiar requirements. Opportunity may, however, be taken to direct the attention of those interested to an article on "The Teaching of Asiatic History to Undergraduates"\* by Professor Eldon Griffin of the University of Washington.

In studying the enrolment by departments, it is not surprising to find that approximately 50 per cent of the courses at present offered lie in the fields of history, government, and international relations. It is natural that American students generally should approach the Far East first by courses in these fields. Art students and those preparing themselves for religious and social work in the Orient equally naturally pursue courses in their respective fields of interest. That courses in economics and geography are less numerous than those in art and religion demonstrates either that Americans are not as materialistically inclined as they are commonly accused of being or that they are not as practical-minded as they think they are.

The figures for language and literature are, on the whole, surprisingly high, and encourage one to believe that the next few years will witness greater progress in the study of the

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\**The Historical Outlook*, Vol. XVI.—No. 6 (October, 1925) pp. 257-61.

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languages of Eastern Asia than during any earlier period. Certainly, without study of the literature of a people little appreciation can be gained of the life of that people. It may be hoped, moreover, that wider opportunity to study the languages of the Far East will be offered by American universities for the sake of Oriental as well as of Occidental students. The criticism has often been made of Asiatic students returned from abroad that their studies have weaned them away from their own lands and cultures, and that the work taken by them has been impractical. Without entering upon a discussion of this question, it may be said that the development in American universities of courses in Far Eastern languages, art, archæology, and history scientifically conducted may result in the preparation of Oriental students for doing scientific work in uncovering and making known the cultures of their native lands to the rest of the world. Scientific method is indisputably one great gift that the West has made and is still making to the East.

As one studies the material incorporated in this report, it becomes clear that a considerable part of the educational world of the United States has at last become conscious of the reality of a continent across the Pacific. It is equally clear that another large part of the same world has not yet become thus conscious. "Orientation" and "Survey" courses are the order of the day in many universities, as "Outlines" of knowledge in diverse fields are with many publishers. It would appear that the time has come for the United States to "Survey" and "Orient" itself as regards its place in the world of culture as it slowly has, to a considerable degree, with reference to its geographical location between Europe and Asia, the Atlantic, and the Pacific Oceans. There are other aspects of Asia than either the saving of souls or the making of money. There is the consideration of the life and culture of about one-half of the human race. It is time for leaders of education in this country to get away from

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the "friendly gesture" and even the missionary approach, important as these may be. As a field for serious and scholarly study the East demands its place in the world of the intellect. More thought and less emotion with reference to Asia and Asiatics is required. Decidedly, the time has passed when Europe and America can look on Asia as their backyard commercially, or consider it as a side-show intellectually. For what it has contributed, is now contributing, and will contribute in the future, Asia, quite as much as Europe, merits the attention of the scholar and the student.



## II.

### Changes in American Educational Outlook

WILLIAM HEARD KILPATRICK

*Professor of the Philosophy of Education, Teachers College,  
Columbia University*

THE DATA herein presented are from an educational point of view highly interesting, significant of great changes in history on the one hand, and in American outlook and education on the other. At the same time the showing made raises the inquiry as to whether, taking the nation as a whole, outlook and educational opportunities do not even yet lag behind the demands of the present world situation.

A short time ago, as history counts it, say in 1829, the American college included in its four-year course at the most only the slightest reference to the existence of China or Japan. The reason for this, we may believe, was two-fold. Relations between this country and those hardly existed, but even had this fact been different, education at that time gave little or no thought to contemporary civilization. Almost incredible are the changes both in history and in education during the century that has elapsed between 1829 and now. Then our country was a lusty child in the family of nations, promising but sprawling, and domiciled only on the Atlantic side of the continent. Now our nation is in size and strength full grown, still a bit sprawling but rich and powerful. Facing the Pacific as well as the Atlantic, it has now many and varied relations with those formerly unknown countries. Education, meanwhile, has, with many other changes, broadened its view. Our universities are increasingly sensitive to the demands of contemporary life, both here and abroad. The very day on which

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these words are penned the morning paper tells of a commission of university experts called to China to give advice to the new government on the remaking of the monetary system of that country. In the range and degree of interest in foreign affairs our people are repeating the progress of the universities, though, it must be confessed, at a distance. Still, the progress is great. Only last evening a Chinese educator testified to the writer of the growth of such interest as seen on his successive visits to this country in 1908, 1918, and now 1929. And many indubitable signs substantiate his observations, as witness the data before us. Taken in the aggregate, the number and variety of the college and university courses here shown as dealing with Chinese and Japanese topics are gratifyingly large. Interest is clearly widespread.

As gratifying as is the interest here shown, active leadership in the matter is, however, still highly necessary. Our people, it must be confessed, have on the whole no adequate conception of the extent and significance of our relationships with the rest of the world. What Europe means is better seen, though even that is as yet felt only inadequately. What Asia means to us and we to them is till now but hazily seen by the middle-thinking groups of our people, while even the generally better informed too often have misinformation regarding the great peoples of that continent. In too many instances prejudices have been exploited by selfish interests in such way as to foster alienation.

It is from this point of view that the courses here shown as offered by our colleges and universities gain their significance. They point and lead the way to a more adequate understanding of our relations with the two ancient civilizations of China and Japan now changing in ways never seen by the world before. Our part in the common civilization now being built is strategic beyond words to exaggerate. These old-young peoples perforce look with mingled hope and doubt to

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us as they grapple with problems surpassing, perhaps, in potentiality for good or evil any yet faced by man. Some thoughtless step by us may bring consequences of untold evil. Wise cooperation by us promises returns of untold good to all concerned. Such is the responsibility resting on us as a people and therefore on our universities as the best single source of our public education.

From such considerations, the data at hand by their deficiencies gain added significance. As much as has been done, as gratifying as is the present showing, much remains to be done. On the showing so far as is here made, a majority of the students in our colleges may yet go out into life with no just conception of how much civilization has at stake in the changes now taking place in the Orient. True, many "courses in contemporary civilization" and other "orientation courses," which do not appear in this tabulation, are rendering even greater service than are many courses here listed. But, when all is said, too many of our institutions are still, in effect, distressingly blind to the Pacific problem. If this publication can help to better this state of affairs, good has been accomplished.

A closing word may be fitting as to the aim and attitude of the Institute of Pacific Relations in publishing this report. True to its guiding principles the Institute encourages study but advocates no specific policies. It exists to promote concord in the Pacific area, but it is no propaganda agency. It has no fixed-in-advance plan for promoting the desired concord. It exists to seek the best ways to encourage others to do so. Its methods are thus essentially those of education, and this publication is but an illustration of this method. It here lays the facts of practice before the American educational public, believing that our final hope and faith for the bettering of any condition for which we are responsible lies and must lie in the informed intelligence of the American people.

# Courses on the Far East

## A Summary of Findings

ELIZABETH WATSON

**I**N AUGUST of 1928 the American Council of the Institute of Pacific Relations sent out a questionnaire to the 546 institutions of higher learning on the accredited list. The specific objectives were: first, to make an inventory of the resources which our universities and colleges offer for the study of Pacific questions, and, second, to furnish those institutions which are contemplating additional courses on China and Japan with information as to those given elsewhere.

The letter requested not only the name and description of courses devoted entirely to China and Japan, but also of all courses, in whatever department, devoting the major part of the time to any aspect of our relationship with those countries. Replies were to include:

1. The catalogue number of the course,
2. The teacher's degree and rank in the department,
3. Subject of the course,
4. Brief description of the course,
5. Number of semester hours credit,
6. Approximate number of students enrolled in each semester of 1927-28,
7. Notation whether the course is undergraduate or graduate.

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In addition to these facts, the institutions were asked for their comments on the changing trend of interest in China and Japan among their students during the last five years. Further, what organizations other than those immediately connected with the university call for help regarding the Orient? What special courses are most frequently requested? Is there difficulty in getting competent instructors for these courses?

The name and place of the institution, the date of founding, the type, the student population, and the total annual income were obtained from the "College Blue Book."

The tabulation of the results provides answers to such questions as: Where and what types of courses on China and Japan are being given? What colleges have the most, and why? What difficulties prevent the introduction of such courses? and, What is the relation of endowment, enrolment, age, and type of institution to the number of courses offered? They also furnish answers to more general questions such as: How are Oriental courses established? What are the opinions of professors over the country as to possibilities, difficulties, and general trends? and What are our higher educational institutions doing toward educating citizens in regard to the Orient other than through college courses?

As this study was begun in the summer of 1928, the greater part of the data includes simply the courses offered in the academic year 1927-28. In some instances, however, a few institutions have supplemented the 1927-28 list with those offered in 1928-29, which makes it advisable to regard the statistical comparison of different institutions as representing trends rather than quantitative exactness.

After being sifted, sorted, columned, and totaled, what can the replies be said to indicate? The following data present the picture in miniature:

# IN OUR UNIVERSITY CURRICULA

## TABLE I.\*

### General Summary of Replies

Total number of institutions addressed .....	546**
Total number replying .....	443
Total number reporting courses .....	111
Total number reporting no courses majoring on China and Japan .....	332
Total number not replying .....	103
Total number of students reported .....	6,200***
Total number of courses .....	281
Total number of semester hours .....	950

### Number of Courses

Institutions with one course ....	69	69
Institutions with 2-5 courses ....	33	85
Institutions with 6-10 courses ...	4	
University of Chicago .....	10	courses
University of Minnesota .....	6	"
University of Pennsylvania ...	10	"
Radcliffe College .....	6	"
	—	Total 32

Institutions with 11 plus courses	5	
University of California .....	25	courses
Columbia University .....	13	"
Harvard University .....	16	"
Stanford University .....	15	"
University of Washington ....	26	"

Total Institutions ..... 111      Total 95

Total Courses... 281

\*Throughout these tables it should be remembered that these data are gathered in response to this question: "Will you assist us by sending data not only on courses devoted entirely to China and Japan, but also on all courses in whatever department devoting the major part of the time to any aspect of our relationship with those countries?"

\*\*Institutions taken from the accredited list as published by the *Education Record* for 1928.

\*\*\*This is a very rough figure which in reality is reduced by duplication of students in more than one course and increased by the 61 courses for which no enrolment was reported.

## CHINA AND JAPAN

Thus, roughly speaking, about four-fifths of the institutions replied to the questionnaire, one-fourth of these reporting courses. While an average of between two and three courses to an institution is shown, it will be seen in Table I. that the average is not typical, the majority of institutions having but one course, while a few offer fifteen to twenty-six.

The general average of twenty-two students to a class is probably about right, as the number in the sixty-one courses where no enrolment is reported should offset the duplications. By a simple division of semester hours by the number of courses we would hazard three semester hours as the most frequent credit offered for such courses, which, as is shown in Table VII., agrees with the more detailed analysis.

Of greater interest than totals, perhaps, are the reasons underlying the establishment or the lack of courses. What are the factors which might explain the presence or absence of courses on China and Japan? The personal factor, we are well aware, is frequently the predominating stimulus toward their growth and success. While this is the most elusive of factors, we have been able to obtain information concerning it from institutions leading in the number of Oriental courses. (See pp. 50-63.)

Some of the more tangible factors which might correlate with institutions having a large number of courses are—the type, enrolment, endowment, age, or location of the institution.

**TABLE II.**

### Kind and Type of Institution Reporting Courses

Number	Kind of Institution	Number Having Courses	Per Cent Having Courses
52	Junior Colleges	0	0
71	Teachers' Colleges	10	7
297	Colleges	44	15
126	Universities	57	45
<hr/> 546		<hr/> 111	

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Type of Institution	Number Having Courses
Men's .....	11
Women's .....	14
Co-educational .....	86
	<hr/> 111

The low per cents in the junior colleges and normal schools indicated in Table II. are to be expected, as the limitations set for them do not, for the most part, permit the inclusion of such specialized courses as are being studied here. Over three-fourths of the institutions reporting courses are co-educational.

Before comparing the type of institution with the **number of courses**, let us look at the relation of enrolment and endowment to the **number of institutions** offering Far Eastern courses :

### TABLE III.

#### Enrolment and Endowment of Institutions

Enrolment in Institutions	Number Having Courses
Under 500 .....	17
500 to 1,000 .....	21
1,000 to 2,000 .....	26
2,000 to 5,000 .....	24
5,000 and over .....	21
	<hr/> 109
Not given .....	2
	<hr/>
	Total: 111



## CHINA AND JAPAN

### Endowment of Institutions    Number Having Courses

Under \$100,000 .....	1
\$100,000 to \$250,000 .....	28
\$250,000 to \$500,000 .....	24
\$500,000 to \$1,000,000 .....	21
\$1,000,000 to \$76,000,000 ....	32
	<hr/>
	106
Not given .....	5
	<hr/>
	Total: 111

While courses on China and Japan are somewhat less likely to be found in institutions having less than five hundred students, the number of institutions in the other enrolment groups are all about equal. The size of endowment would seem to have somewhat more influence as a determining factor in the establishment of courses, but this is chiefly true for institutions having endowments of less than \$100,000 or over \$1,000,000: institutions with a \$200,000 endowment have practically the same number of Oriental courses as those with \$800,000.

The majority of those reporting Far Eastern courses, then, are co-educational institutions with over five hundred enrolment and over \$100,000 endowment, which, it must be admitted, are not very exclusive prerequisites, especially since numerous exceptions exist even as regards these wide classes.

Can more definite description of institutions having a large number of courses be given? The following table indicates the relation, if any, of age, enrolment, endowment, or type of institution to the **number of courses** on China and Japan offered there.

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## TABLE IV

### FACTS ABOUT INSTITUTIONS AND COURSES

Number of Courses on China or Japan	Institution	Age Group by Decades 1 1630-39 2 1640-49 . . . 29 1910-19	Enrolment					Endowment					Type		
			1	2	3	4	5	1	2	3	4	5	1	2	3
			Under 500	500 to 1,000	1,000 to 2,000	2,000 to 5,000	5,000 & over	Under \$100,000	\$100,000 to \$250,000	\$250,000 to \$500,000	\$500,000 to \$1,000,000	\$1,000,000 to \$750 mil.	University	College	Teachers College
1	Brigham Young Univ. . . . .	25			x					x			x		
1	Brown University . . . . .	14			x				x				x		
1	University of Buffalo . . . . .	22			x								x		
1	Colgate University . . . . .	19		x					x				x		
1	University of Colorado . . . . .	25				x							x		
1	Connecticut College . . . . .	29		x					x					x	
1	Cornell University . . . . .	24					x						x		
1	Denison University . . . . .	21			x				x				x		
1	DePauw University . . . . .	21			x						x		x		
1	Dickinson College . . . . .	16		x					x					x	
1	University of Dubuque . . . . .	23	x						x				x		
1	Eureka College . . . . .	22	x						x					x	
1	Fairmont St. Nor. Sch. . . . .	24			x				x						x
1	Franklin College . . . . .	21		x					x					x	
1	Friends University . . . . .	27		x					x				x		
1	Geneva College . . . . .	22		x					x					x	
1	Goucher College . . . . .	26		x						x				x	
1	Gustavus Adolphus Col. . . . .	24		x					x					x	
1	Hamilton College . . . . .	19	x						x					x	
1	Hanover College . . . . .	20		x							x			x	
1	Hood College . . . . .	27	x						x					x	
1	Huron College . . . . .	26	x											x	
1	University of Idaho . . . . .	26				x					x			x	
1	Indiana University . . . . .	20					x					x		x	
1	Judson College . . . . .	21	x						x					x	
1	Kansas St. Agric. Col. . . . .	24					x				x			x	
1	University of Kansas . . . . .	24				x					x			x	
1	Kent State Normal Col. . . . .	29			x					x					x
1	Marquette University . . . . .	26			x						x			x	
1	University of Missouri . . . . .	21			x							x		x	
1	Monmouth College . . . . .	23		x					x					x	
1	Mount Union College . . . . .	22		x					x					x	
1	Univ. of New Hampshire . . . . .	24			x					x				x	
1	College of New Rochelle . . . . .	28	x						x					x	
1	North Central College . . . . .	24	x						x					x	
1	Northern Illinois State Teachers College . . . . .	27			x					x					x
1	Oberlin College . . . . .	21			x						x			x	
1	Ohio University . . . . .	18				x					x			x	

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TABLE IV—Continued

Number of Courses on China or Japan	Institution	Age Group by Decades 1 1630-39 2 1640-49 . . . 29 1910-19	Enrolment					Endowment					Type		
			1	2	3	4	5	1	2	3	4	5	1	2	3
			Under 500	500 to 1,000	1,000 to 2,000	2,000 to 5,000	5,000 & over	Under \$100,000	\$100,000 to \$250,000	\$250,000 to \$500,000	\$500,000 to \$1,000,000	\$1,000,000 to \$75 mil.	University	College	Teachers College
1	Ohio Wesleyan Univ. . . .	22											x		
1	University of Oklahoma . .	27			x								x		
1	Oregon State College. . . .	24					x							x	
1	Pomona College. . . . .	26		x				*						x	
1	University of Redlands. . .	28		x					x				x		
1	Reed College. . . . .	29	x						x					x	
1	University of Rochester. . .	23			x					x			x		
1	Rutgers University. . . . .	14				x				x			x		
1	College of St. Teresa. . . .	29		x					x					x	
1	Shorter College. . . . .	25	x						x					x	
1	Univ. of South Dakota. . .	26			x					x			x		
1	Southern Methodist Un. . .	29				x					x		x		
1	State Coll. of Washington	27				x						x		x	
1	State Normal and Indus-														
	trial School, N. Dakota	—	—					—							x
1	State Normal School and														
	Teachers Coll. Nebraska	24			x				x						x
1	St. Teach. Coll., N. Dak.	29				x			x						x
1	State Teachers Coll., Va.	26			x					x					x
1	Texas Christian Univ. . . .	25			x						x		x		
1	Trinity College. . . . .	20	x						x					x	
1	Union College. . . . .	27	x						x						
1	Ursinus College. . . . .	24	x							x				x	
1	University of Utah. . . . .	23				x					x		x		
1	Vassar College. . . . .	24			x							x		x	
1	University of Vermont. . . .	17				x					x		x		
1	Wabash College. . . . .	21	x						x					x	
1	Washington St. Nor. Sch.	27		x						x					x
1	Wellesley College. . . . .	25			x							x		x	
1	Western Reserve Univ. . . .	20					x				x		x		
1	Whitman College. . . . .	24		x					x					x	
1	Willamette University. . . .	22		x					x					x	
1	University of Wyoming. . . .	26			x					x				x	
	Totals. . . . .		14	17	18	13	6	68	0	25	15	15	12	67	69
	Not Reported. . . . .							1					2		
	Total. . . . .							69					69		69

\* Indicates information not available.

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## TABLE IV—Continued

Number of Courses on China or Japan	Institution	Age Group by Decades 1 1630-39 2 1640-49 . . 29 1910-19	Enrolment					Endowment					Type		
			1	2	3	4	5	1	2	3	4	5	1	2	3
			Under 500	500 to 1,000	1,000 to 2,000	2,000 to 5,000	5,000 & over	Under \$100,000	\$100,000 to \$250,000	\$250,000 to \$500,000	\$500,000 to \$1,000,000	\$1,000,000 to \$76 mil.	University	College	Teachers College
	<b>Institutions with 2-5 Courses</b>														
2	Boston University.....	24					x					x	x		
2	Bryn Mawr College.....	26	x					x						x	
2	Carleton College.....	24		x									x		
2	Clark University .....	26		x					x				x		
2	University of Denver....	24				x				x			x		
2	College of City of Detroit	29				x				x				x	
2	George Washington Univ.	20					x				x		x		
2	Georgetown University..	25				x		-					x		
2	Hiram College.....	23	x							x					x
2	Illinois Wesleyan Univ..	23			x				x				x		
2	University of Iowa.....	22				x					x		x		
2	Miami University.....	18				x					x		x		
2	New Mexico State														
	Teachers College.....	27	x						x						x
2	New York University...	21					x						x		
2	Univ. of North Dakota..	26				x					x		x		
2	Occidental College.....	26		x						x				x	
2	Oklahoma Agricultural and Mechanical Coll..	27			x						x			x	
2	Penn. State College....	23			x					x				x	
2	University of Pittsburgh.	16					x					x	x		
2	Western St. Teach. Coll.	28				x		-							x
2	College of Wooster.....	24			x					x				x	
3	University of Michigan..	21					x					x	x		
3	Mount Holyoke College..	21			x							x		x	
3	Ohio State University...	25					x					x	x		
3	University of Oregon....	25				x						x	x		
3	Syracuse University.....	25					x					x	x		
3	University of Wisconsin.	22					x					x	x		
3	Wittenberg College.....	22			x					x				x	
4	Mills College.....	26	x							x				x	
4	University of Nevada...	25			x					x				x	
4	Univ. of So. California...	26					x					x		x	

## CHINA AND JAPAN

TABLE IV—Continued

Number of Courses on China or Japan	Institution	Age Group by Decades 1 1630-39 2 1640-49 3 1910-19	Enrolment					Endowment					Type		
			1	2	3	4	5	1	2	3	4	5	1	2	3
			Under 500	500 to 1,000	1,000 to 2,000	2,000 to 5,000	5,000 & over	Under \$100,000	\$100,000 to \$250,000	\$250,000 to \$500,000	\$500,000 to \$1,000,000	\$1,000,000 to \$75 mil.	University	College	Teachers College
5	Dartmouth College.....	14				x						x		x	
5	Yale University.....	8				x						x			
	Totals.....		3	4	7	9	10	33	1	3	9	5	13	31	19
	Not Reported.....												2	12	2
	Total.....							33					33		33
	<b>Institutions with 6-10 Courses</b>														
6	University of Minnesota..	24	-									x		x	
6	Radcliffe College.....	25			x						x			x	
10	University of Chicago...	27					x					x		x	
10	Univ. of Pennsylvania...	12					x					x		x	
	Totals.....				1	2	3				1	3	4	3	1
	Not Reported.....														4
	Total.....							4					4		4
	<b>Institutions with 11 or More Courses</b>														
13	Columbia University....	13					x					x		x	
15	Stanford University....	27				x						x		x	
16	Harvard University.....	1				x		-				x		x	
25	University of California..	24					x					x		x	
26	University of Washington	24					x					x		x	
	Totals.....				2	3	5					4	4	5	5
	Not Reported.....												1		
	Total.....							5					5		5

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## TABLE IV—Summary

Institution	Age Group by Decades 1 1630-39 2 1640-49 . . 29 1910-19	Enrolment					Endowment					Type			
		1	2	3	4	5	1	2	3	4	5	1	2	3	
		Under 500	500 to 1,000	1,000 to 2,000	2,000 to 5,000	5,000 & over	Under \$100,000	\$100,000 to \$250,000	\$250,000 to \$500,000	\$500,000 to \$1,000,000	\$1,000,000 to \$75 mil.	University	College	Teachers College	
<b>Totals</b>															
Total with 1 Course.....		14	17	18	13	6	68	0	25	15	15	12	67	30	8
Not Reported.....							1						2		
Total.....							69						69		69
Total with 2-5 Courses..		3	4	7	9	10	33	1	3	9	5	13	31	19	2
Not Reported.....													2		
Total.....							33						33		33
Total with 6-10 Courses.				1	2	3				1	3	4	3	1	4
Not Reported.....						1									
Total.....						4						4			4
Total with 11 or More Courses.....					2	3	5				4	4	5		5
Not Reported.....												1			
Total.....						5						5			5
Totals.....		17	21	26	24	21	109	1	28	24	21	32	106	57	10
Not Reported.....							2					5			
Grand Total.....							111					111			111
	Age shows no relationship to number of courses														

## CHINA AND JAPAN

From a glance at the age group column, it can be seen that the oldest institutions are grouped neither with those having the greatest number of courses nor with those having the least. In fact, there seems to be no relation whatever between the age of an institution and the number of courses offered relating to China and Japan. It may be encouraging to those who are hesitating to expand in this direction while they are still young to note that one college established in 1636 has sixteen courses, and one founded as late as 1891 offers fifteen.

Does the **number of students** in a particular university tend to correspond to the number of Far Eastern courses offered? Yes. Of the nine institutions having the greatest number of courses, six have over 1,000 students. If the forty-two institutions having two or more courses are considered, however, only fifteen, or about one-third, have a thousand or more students.

The relation of **amount of endowment** to the number of courses is more clear-cut, only one of the highest nine having less than a million-dollar endowment, and of the forty-two institutions offering two or more courses, nearly one-half are in the highest grouping. If the **exact distribution** of universities having between one and seventy-six million dollar endowments were indicated, the correlation between the number of courses and the size of the endowment would be even more apparent.

The **type of institution** having ten or more courses may also be seen by a glance at the table, eight of the highest nine being universities, as are twenty-seven of the forty-two.

We have seen that the greater number of courses correlates positively with universities with larger endowments, and to some extent with enrolments. Can these be said to be factors determining the establishment or increase of courses? The most frequent reason given by correspondents for the **lack** of courses is: "We are a small college with a small endow-

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ment." The replies from institutions having courses, however, deal, not with size or endowment, but with the influence of personalities. (See—How Oriental Courses Came Into Being, pp. 50-63.) Size and endowment, then, tend to be limiting factors, but not initiating influences. However, too great importance should not be attached to the rank of the principal institutions as to the number of courses offered which have been given in order to afford a very rough comparison. No attempt has been made to rank the institutions according to the semester hours which each course represents.

The location of the institution has also been given by correspondents as a determinant. Facts have been gathered to discover whether institutions with the greater number of courses are located in any specific region, or regions. The Map, Key, and Tables VIII. and IX. (see pp. 40-49) indicate the location of courses by states. Of the states having five or more institutions offering courses, as is shown in Table V., one is on the west coast, three are on the east, and three in the middle west. If the location of courses is taken, the result

**TABLE V.**  
**Geographical Distribution of Courses**

Name of State Hav- ing 5 or More Courses	Total Insti- tutions in State	Number Reporting Courses	Per Cent	Number of Courses
<b>East</b>				
Connecticut . . . . .	4	3	75	7
Massachusetts . . . .	17	6	35	30
New Hampshire . . .	2	2	100	6
New York . . . . .	38	10	26	25
Pennsylvania . . . . .	36	7	19	19
	<hr/>	<hr/>		<hr/>
Totals	97	28		87



## CHINA AND JAPAN

TABLE V. (continued)

Name of State Hav- ing 5 or More Courses	Total Insti- tutions in State	Number Reporting Courses	Per Cent	Number of Courses
<b>Middle West</b>				
Illinois .....	35	6	18	16
Indiana .....	14	5	36	5
Michigan .....	22	3	14	7
Minnesota .....	17	4	24	10
Ohio .....	31	12	38	19
	<hr/>	<hr/>		<hr/>
Totals	119	30		57
<b>West</b>				
California .....	11	7	63	52
Oregon .....	6	4	67	7
Washington .....	12	2	17	29
	<hr/>	<hr/>		<hr/>
Totals	29	13		88

is practically the same, two of the high states being located on the west coast, three on the east, and three in the middle west. It would seem then, that the west coast, or even the west and the east combined, do not hold a monopoly on propitious environment. Location on the western coast would seem to have its advantages, however, for while the middle west with its many colleges is able to have the greatest number of institutions reporting courses, the actual number of courses offered in California alone practically equals the number offered in five leading states of the middle west.

#### Conclusions as to Determining Factors

The composite of courses has now been presented as far as replies permit. What conclusions are suggested? Of the factors determining the introduction and increase of courses, personal influence should be ranked first, with untabulated factors, such as, location in a city, missionary contacts or specific advantages of some sort, second. Next seems to come

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the type of institution and the endowment at its disposal. After that could be placed location, enrolment, and kind of institution in steadily diminishing places of influence.

### Nature and Relative Standing of Courses

So far, little has been said of what these courses are like; who teaches them, etc. What is the range of subjects? Are they graduate or undergraduate? The following data should indicate the answers.

TABLE VI.

Departments Offering Courses		
Enrolment by Departments:	Number of Courses	Per cent
1. Anthropology ....	3	1
2. Art .....	15	5
3. Civilization .....	11	4
4. Economics .....	15	5
5. Geography .....	14	5
6. History and Political Science ...	152	54
7. Language and Lit- erature .....	39	14
8. Philosophy .....	7	2
9. Religion .....	22	9
10. Sociology .....	3	1
Total		100

University	Number of Language Courses
University of California .....	11
Columbia University .....	4
Georgetown University .....	1
Harvard .....	5
Radcliffe College .....	2
Stanford University .....	1
University of Washington .....	4
Total	<hr/> 28

## CHINA AND JAPAN

A glance at the table indicates the rather startling fact that 152 of the 281 courses are given in one field. If but one course is to be offered in an institution, as is so frequently the case, it will, for the most part, be given by the History Department. While this speaks well for the History Departments, it throws the need for more adequate information about other aspects of these great civilizations into sharper relief. The Language and Literature group, which comes next in size, has been divided to emphasize further the small number of language courses offered throughout the country. There are but seven institutions where instruction in the Chinese or Japanese tongue may be had, which emphasizes the point previously made, that lack of competent instructors might be reduced if more adequate means for their preparation were at hand. The greater number of the courses in religion have their origin in the theological departments connected with many of the institutions. Finally, a glance at the small number of studies available in Far Eastern philosophy, economics, sociology, and art will help explain why so many American college graduates have ludicrous notions of modern China and Japan.

Are most of these courses to be found in the graduate departments of our universities and colleges?

**TABLE VII.**  
**Grade and Attendance of Courses**

Classes :	Number of Courses	Per cent
Undergraduate .....	87	31
Third and fourth year courses .....	132	47
Graduate courses .....	55	20
	<hr/> 274	
Not reported .....	7	
Total	<hr/> 281	

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## TABLE VII. (continued)

Semester Hours		
Semester Hours	Number of Courses	Per cent
1	8	3
2	82	28
3	89	36
4	31	14
5	1	.3
6	39*	13
7	1	.3
8 or more	6	2
	<hr/> 257	
Not reported	24	
	<hr/>	
Total	281	

## Enrolment

Enrolment in Courses		Number of Courses	Number of Students	Per cent
Group 1.	0- 5 students .....	36	(about) 102	1
Group 2.	6-10 students .....	39	321	5
Group 3.	11-25 students .....	80	1375	22
Group 4.	26-49 students .....	42	1933	31
Group 5.	50 or more students	23	2476	40
		<hr/> 220	(Total about) 6207**	
Not reported .....	61			
	<hr/>			
Total	281			

\* Some of these are doubtless two 3-semester-hour courses, which were not indicated as year courses by the correspondent.

\*\* Duplications occur where students are present at more than one course.

## CHINA AND JAPAN

Contrary to opinions expressed in the replies, the majority of courses will not be found in graduate departments. Seventy-eight per cent are regular undergraduate courses with two to four semester-hours credit. The size of the classes and the increasing numbers indicated in the comments on local situations offer optimistic prospects for the future. About half of the courses are taught by professors who have their doctorates.

### Degrees Held

#### by Teachers

Teachers holding A.B. ...	36
Teachers holding M.A. ...	70
Teachers holding Ph.D. ...	145
Teachers holding other de- grees .....	5

---

256

Not reported ..... 25

---

Total

281\*\*

#### Rank of Teacher

Instructor .....	20
Lecturer .....	25
Assistant .....	49
Associate .....	36
Full Professor ..	123

---

253

Not reported ... 28

---

Total

\*\*281

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\*\*Duplications occur where teachers are present at more than one course.

### Outside Contacts

Another heartening feature of the returns was the live response to the question regarding organizational contacts not directly connected with specific courses, indicating, in general, an increasing call for material on the Orient, especially since the World War. Lectures are given; one college emphasizes China or Japan in all departments during certain months; foreign visitors or missionaries from the Orient are utilized in widening the students' area of contacts; and clubs are formed for those having particular interests in the Far East. Groups outside the campus, such as the Christian Associations, provide further contacts. Individuals and civic organizations call upon the institution for specific information, picture-sets, and especially for speeches. They are activities gaining sig-

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nificance when massed as indications of a trend toward a more widespread interest in and demand for information regarding the Far East.

### Courses Touching upon the Far East

In naming the most useful college instrument for the dissemination of information on the Far East, we touch upon a subject for which figures are not available. There is reason to believe that the 281 courses represent only a small portion of the subjects in which information about China and Japan is being presented. An increasing number of institutions are finding it desirable to present China and Japan in their proper place and relationships in whatever the subject taught. Professor Steever of Lafayette College writes:

"While I have not felt it feasible for us to have a course devoted solely to Japan and China, it is the policy of the Department to give them considerable attention in all our courses where it is appropriate, and European countries must now share with the new-old cultures of the Far East."

Colleges such as Radcliffe and Barnard utilize the facilities for study of the Far East in the universities with which they are affiliated.

From a southern state teachers' college comes the report:

"There is on our campus a definite sympathetic interest in the people of other countries, especially the Far East. This is due in part to such courses as the Development of Civilization which devotes one-third of its time to Oriental History."

And so it goes. Of the 443 replies, 131 tell us of the presentation of Oriental subjects in courses not specifically so named. For example, one university lists seven courses dealing in large though not major part with China or Japan. This tendency to interweave the facts concerning East and West into an integrated whole appears to be a most promising method for the increase of rational thinking and refinement of reactions toward our neighbors across the Pacific.

# CHINA AND JAPAN

## KEY TO MAP

Name of Institution	State	Number of Courses
1. Boston University .....	Massachusetts ..	2
2. Brigham Young University ...	Utah .....	1
3. Brown University .....	Rhode Island ....	1
4. Bryn Mawr College .....	Pennsylvania ...	2
5. University of Buffalo .....	New York .....	1
6. University of California .....	California .....	25
7. Carleton College .....	Minnesota .....	2
8. University of Chicago .....	Illinois .....	10
9. Clark University .....	Massachusetts ..	2
10. Colgate University .....	New York .....	1
11. University of Colorado .....	Colorado .....	1
12. Columbia University .....	New York .....	13
13. Connecticut College .....	Connecticut ....	1
14. Cornell University .....	New York .....	1
15. Dartmouth College .....	New Hampshire.	5
16. Denison University .....	Ohio .....	1
17. University of Denver .....	Colorado .....	2
18. DePauw University .....	Indiana .....	1
19. College of the City of Detroit..	Michigan .....	2
20. Dickinson College .....	Pennsylvania ...	1
21. University of Dubuque .....	Iowa .....	1
22. Eureka College .....	Illinois .....	1
23. Fairmont State Normal School	West Virginia ..	1
24. Franklin College .....	Indiana .....	1
25. Friends University .....	Kansas .....	1
26. Geneva College .....	Pennsylvania ...	1
27. George Washington University	Washington, D.C.	2
28. Georgetown University .....	Washington, D.C.	2
29. Goucher College .....	Maryland .....	1







# IN OUR UNIVERSITY CURRICULA

## KEY TO MAP (continued)

Name of Institution	State	Number of Courses
30. Gustavus Adolphus College ...	Minnesota .....	1
31. Hamilton College .....	New York .....	1
32. Hanover College .....	Indiana .....	1
33. Harvard University .....	Massachusetts ..	16
34. Hiram College .....	Ohio .....	2
35. Hood College .....	Maryland .....	1
36. Huron College .....	South Dakota ...	1
37. University of Idaho .....	Idaho .....	1
38. Illinois Wesleyan University..	Illinois .....	2
39. Indiana University .....	Indiana .....	1
40. University of Iowa .....	Iowa .....	2
41. Judson College .....	Alabama .....	1
42. Kansas State Agricultural Col- lege .....	Kansas .....	1
43. University of Kansas .....	Kansas .....	1
44. Kent State Normal College ...	Ohio .....	1
45. Marquette University .....	Wisconsin .....	1
46. Miami University .....	Ohio .....	2
47. University of Michigan .....	Michigan .....	3
48. Mills College .....	California .....	4
49. University of Minnesota .....	Minnesota .....	6
50. University of Missouri .....	Missouri .....	1
51. Monmouth College .....	Illinois .....	1
52. Mount Holyoke College .....	Massachusetts ..	3
53. Mount Union College .....	Ohio .....	1
54. University of Nevada .....	Nevada .....	4
55. University of New Hampshire	New Hampshire.	1
56. New Mexico State Teachers College .....	New Mexico ....	2
57. College of New Rochelle .....	New York .....	1
58. New York University .....	New York .....	2
59. North Central College .....	Illinois .....	1

## CHINA AND JAPAN

## KEY TO MAP (continued)

Name of Institution	State	Number of Courses
60. University of North Dakota ..	North Dakota ...	2
61. Northern Illinois State Teachers College .....	Illinois .....	1
62. Oberlin College .....	Ohio .....	1
63. Occidental College .....	California .....	2
64. Ohio State University .....	Ohio .....	3
65. Ohio University .....	Ohio .....	1
66. Ohio Wesleyan University ...	Ohio .....	1
67. Oklahoma Agricultural and Mechanical College .....	Oklahoma .....	2
68. University of Oklahoma .....	Oklahoma .....	1
69. Oregon State College .....	Oregon .....	1
70. University of Oregon .....	Oregon .....	3
71. Pennsylvania State College ...	Pennsylvania ...	2
72. University of Pennsylvania ...	Pennsylvania ...	10
73. University of Pittsburgh ...	Pennsylvania ...	2
74. Pomona College .....	California .....	1
75. Radcliffe College .....	Massachusetts ..	6
76. University of Redlands .....	California .....	1
77. Reed College .....	Oregon .....	1
78. University of Rochester .....	New York .....	1
79. Rutgers University .....	New Jersey .....	1
80. College of Saint Teresa .....	Minnesota .....	1
81. Shorter College .....	Georgia .....	1
82. University of South Dakota ..	South Dakota ...	1
83. University of Southern California .....	California .....	4
84. Southern Methodist University .....	Texas .....	1
85. Stanford University .....	California .....	15
86. State College of Washington ..	Washington ....	1

# IN OUR UNIVERSITY CURRICULA

## KEY TO MAP (continued)

Name of Institution	State	Number of Courses
87. State Normal and Industrial School .....	North Dakota ...	1
88. State Normal School and Teachers College .....	Nebraska .....	1
89. State Teachers College .....	North Dakota ...	1
90. State Teachers College .....	Virginia .....	1
91. Syracuse University .....	New York .....	3
92. Texas Christian University ...	Texas .....	1
93. Trinity College .....	Connecticut ...	1
94. Union College .....	Nebraska .....	1
95. Ursinus College .....	Pennsylvania ...	1
96. University of Utah .....	Utah .....	1
97. Vassar College .....	New York .....	1
98. University of Vermont .....	Vermont .....	1
99. Wabash College .....	Indiana .....	1
100. Washington State Normal School .....	Washington ....	1
101. University of Washington ....	Washington ....	26
102. Wellesley College .....	Massachusetts ..	1
103. Western Reserve University ..	Ohio .....	1
104. Western State Teachers Col- lege .....	Michigan .....	2
105. Whitman College .....	Washington ....	1
106. Willamette University .....	Oregon .....	1
107. University of Wisconsin ....	Wisconsin .....	3
108. Wittenberg College .....	Ohio .....	3
109. College of Wooster .....	Ohio .....	2
110. University of Wyoming .....	Wyoming .....	1
111. Yale University .....	Connecticut ....	5
Total		281

## CHINA AND JAPAN

TABLE VIII.

## Number of Institutions in Each State

	Number of Institutions	Number Reporting Courses	Number of Courses in State
Alabama .....	8	1	1
Arizona .....	2	0	0
Arkansas .....	6	0	0
California .....	11	7	52
Colorado .....	8	2	3
Connecticut .....	4	3	7
Delaware .....	1	0	0
District of Columbia ....	5	2	4
Florida .....	3	0	0
Georgia .....	10	1	1
Idaho .....	5	1	1
Illinois .....	35	6	16
Indiana .....	14	5	5
Iowa .....	20	2	3
Kansas .....	16	3	3
Kentucky .....	7	0	0
Louisiana .....	8	0	0
Maine .....	4	0	0
Maryland .....	11	2	2
Massachusetts .....	17	6	30
Michigan .....	22	3	7
Minnesota .....	17	4	10
Mississippi .....	9	0	0
Missouri .....	29	1	1
Montana .....	4	0	0
Nebraska .....	10	2	2
Nevada .....	1	1	4
New Hampshire .....	2	2	6
New Jersey .....	5	1	1
New Mexico .....	4	1	2
New York .....	38	10	25
North Carolina .....	13	0	0

# IN OUR UNIVERSITY CURRICULA

TABLE VIII. (continued)

North Dakota .....	8	3	4
Ohio .....	31	12	19
Oklahoma .....	12	2	3
Oregon .....	6	4	6
Pennsylvania .....	36	7	19
Rhode Island .....	1	1	1
South Carolina .....	11	0	0
South Dakota .....	9	2	2
Tennessee .....	12	0	0
Texas .....	21	2	2
Utah .....	3	2	2
Vermont .....	2	1	1
Virginia .....	18	1	1
Washington .....	7	4	29
West Virginia .....	7	1	1
Wisconsin .....	12	2	4
Wyoming .....	1	1	1
Totals	<hr/> 546	<hr/> 111	<hr/> 281

# CHINA AND JAPAN

**TABLE IX.**  
**INSTITUTIONS REPORTING COURSES (111)**

**Reporting more than ten courses—(5)**

		Number of Courses
University of Washington .....	Seattle, Wash...	26
University of California .....	Berkeley, Calif..	25
Harvard University .....	Cambridge, Mass.	16
Stanford University .....	Stanford, Calif...	15
Columbia University .....	New York, N. Y..	13

**Reporting five to ten courses—(6)**

University of Pennsylvania .....	Phila., Pa.....	10
University of Chicago .....	Chicago, Ill.....	10
Radcliffe College .....	Cambridge, Mass.	6
University of Minnesota .....	Minneapolis, Minn. ....	6
Yale University .....	New Haven, Conn. ....	5
Dartmouth College .....	Hanover, N. H...	5

**Reporting four courses—(3)**

Mills College .....	Mills College, Calif.
University of Nevada .....	Reno, Nev.
University of Southern California..	Los Angeles, Calif.

**Reporting three courses—(7)**

University of Michigan .....	Ann Arbor, Mich.
Mount Holyoke College .....	South Hadley, Mass.

## IN OUR UNIVERSITY CURRICULA

### TABLE IX. (continued)

Ohio State University .....	Columbus, Ohio
University of Oregon .....	Eugene, Oregon
Syracuse University .....	Syracuse, N. Y.
University of Wisconsin .....	Madison, Wis.
Wittenberg College .....	Springfield, Ohio

#### Reporting two courses—(21)

Boston University .....	Boston, Mass.
Bryn Mawr College .....	Bryn Mawr, Pa.
Carleton College .....	Northfield, Minn.
Clark University .....	Worcester, Mass.
University of Denver .....	Denver, Colo.
College of the City of Detroit.....	Detroit, Mich.
George Washington University ...	Washington, D. C.
Georgetown University .....	Washington, D. C.
Hiram College .....	Hiram, Ohio
Illinois Wesleyan University .....	Bloomington, Ill.
University of Iowa .....	Iowa City, Iowa
Miami University .....	Oxford, Ohio
New Mexico State Teachers College	Silver City, N. Mex.
New York University .....	New York, N. Y.
University of North Dakota .....	Grand Forks, N. Dak.
Occidental College .....	Los Angeles, Calif.
Oklahoma Agricultural and Mechan- ical College .....	Stillwater, Okla.
Pennsylvania State College .....	State College, Pa.
University of Pittsburgh .....	Pittsburgh, Pa.
Western State Teachers College ..	Kalamazoo, Mich.
College of Wooster .....	Wooster, Ohio

#### Reporting one course—(69)

Brigham Young University .....	Provo, Utah
Brown University .....	Providence, R. I.
University of Buffalo .....	Buffalo, N. Y.



## CHINA AND JAPAN

TABLE IX. (continued)

Colgate University .....	Hamilton, N. Y.
University of Colorado .....	Boulder, Colo.
Connecticut College .....	New London, Conn.
Cornell University .....	Ithaca, N. Y.
Denison University .....	Granville, Ohio
DePauw University .....	Greencastle, Ind.
Dickinson College .....	Carlisle, Pa.
University of Dubuque .....	Dubuque, Iowa
Eureka College .....	Eureka, Ill.
Fairmont State Normal School ....	Fairmont, W. Va.
Franklin College .....	Franklin, Ind.
Friends University .....	Wichita, Kans.
Geneva College .....	Beaver Falls, Pa.
Goucher College .....	Baltimore, Md.
Gustavus Adolphus College .....	St. Peter, Minn.
Hamilton College .....	Clinton, N. Y.
Hanover College .....	Hanover, Ind.
Hood College .....	Frederick, Md.
Huron College .....	Huron, S. Dak.
University of Idaho .....	Moscow, Idaho
Indiana University .....	Bloomington, Ind.
Judson College .....	Marion, Ala.
Kansas State Agricultural College..	Manhattan, Kans.
University of Kansas .....	Lawrence, Kans.
Kent State Normal .....	Kent, Ohio
Marquette University .....	Milwaukee, Wis.
University of Missouri .....	Columbia, Mo.
Monmouth College .....	Monmouth, Ill.
Mount Union College .....	Alliance, Ohio
University of New Hampshire .....	Durham, N. H.
New Rochelle College .....	New Rochelle, N. Y.
North Central College .....	Naperville, Ill.
Northern Illinois State Teachers College .....	DeKalb, Ill.

# IN OUR UNIVERSITY CURRICULA

## TABLE IX. (continued)

Oberlin College .....	Oberlin, Ohio
Ohio University .....	Athens, Ohio
Ohio Wesleyan University .....	Delaware, Ohio
University of Oklahoma .....	Norman, Okla.
Oregon State College .....	Corvallis, Oregon
Pomona College .....	Claremont, Calif.
University of Redlands .....	Redlands, Calif.
Reed College .....	Portland, Oregon
University of Rochester .....	Rochester, N. Y.
Rutgers University .....	New Brunswick, N. J.
College of Saint Teresa .....	Winona, Minn.
Shorter College .....	Rome, Ga.
University of South Dakota .....	Vermillion, S. Dak.
Southern Methodist University ....	Dallas, Tex.
State College of Washington .....	Pullman, Wash.
State Normal and Industrial School	Ellendale, N. Dak.
State Normal School and Teachers	
College .....	Peru, Nebr.
State Teachers College .....	Minot, N. Dak.
State Teachers College .....	Farmville, Va.
Texas Christian University .....	Fort Worth, Tex.
Trinity College .....	Hartford, Conn.
Union College .....	College View, Nebr.
Ursinus College .....	Collegeville, Pa.
University of Utah .....	Salt Lake City, Utah
Vassar College .....	Poughkeepsie, N. Y.
University of Vermont .....	Burlington, Vt.
Wabash College .....	Crawfordsville, Ind.
Washington State Normal School..	Bellingham, Wash.
Wellesley College .....	Wellesley, Mass.
Western Reserve University .....	Cleveland, Ohio
Whitman College .....	Walla Walla, Wash.
Willamette University .....	Salem, Oregon
University of Wyoming .....	Laramie, Wyo.

# How the Oriental Courses Came into Being

STORIES OF DEVELOPMENT IN THE LEADING UNIVERSITIES

## Looking Through the Golden Gate

With PROFESSOR ESSON M. GALE

*Chairman of Oriental Courses Department  
University of California*

ONE of the first gifts to the newly founded University of California was Senator Edward Tompkins' donation of fifty acres of land in the suburbs of the city of Oakland, California, the proceeds from the sale of which were to found a professorship of Oriental languages. Professor Agassiz happened to be visiting in California at the time the gift was made (1876), and the name of the distinguished scientist was given to the chair. The object of Senator Tompkins was to promote the commercial interests of the Pacific Coast with Asia, and especially with China and Japan, by providing facilities for the study of the languages of those countries in America. Thus the use of Oriental interpreters, found increasingly unsatisfactory as the volume of business grew, could be dispensed with. The first incumbent of the chair was the late Professor John Fryer, who was appointed in 1896 and died in June, 1928. Professor Fryer was born in England and reached China as early as 1863, serving in the newly established school of foreign languages at Peking and subsequently as translator in the government arsenal at Shanghai. With the institution of actual instruction in 1896, not only commercial but cultural aspects of Oriental studies came to be stressed. Courses in the Japanese language, literature, and history were in due

## IN OUR UNIVERSITY CURRICULA

time provided, at present in the charge of Professor Yoshi S. Kuno.

Of equal importance with the gift of Senator Tompkins was the generous endowment provided by the late General Horace W. Carpentier, from the income of which there are purchased works concerning Asia exclusively. This has resulted in the establishment of one of the most notable collections of books in the Chinese and Japanese languages to be found in the United States. This already extensive library has been further enriched in the present year by the gift of the private collection of the late Professor Fryer. The latter includes a complete set of the great Kang Hsi encyclopædia, beautifully bound in half leather, as well as many now rare publications on China in Occidental languages—periodicals, pamphlets, and translations. Lexicography is especially represented. This materially augments the facilities for reference and research already distinguishing this center and normally provided for by the income from the Carpentier fund. Another special collection, that of Professor Kiang, and a representative Japanese library, have been supplemented by Professor Edward T. Williams who has placed at the Oriental department's disposal his own varied collection assembled over a period of several decades in China. It is not too much to say that the Oriental library of the University of California is not only maintaining its preëminence as a center for Far Eastern studies in the United States, but may in this respect compare in practical utility with the greater collection of the Library of Congress. The United States Department of Agriculture thus finds the facilities at Berkeley so exceptional that it has stationed here during a number of years its able Oriental research representative, M. J. Haggerty. Researches in the literature of Chinese natural sciences have disclosed many interesting features of Chinese natural economy.

The department of Oriental languages and literature has

## CHINA AND JAPAN

been singularly fortunate in the personnel of its faculty, representative of varied aspects of personal experience and research. Following the retirement of its first chairman, Dr. Fryer, the German sinologist, Dr. Alfred Forke, distinguished in the field of Chinese philosophical thought, served for some years at Berkeley. Upon Dr. Forke's return to the Seminar für Orientalische Sprachen at Berlin, Professor Edward T. Williams accepted an invitation to the Agassiz professorship. Professor Williams had served the United States Government in China for many years, occupying with distinction successive posts at Shanghai, Tientsin, and latterly at the American Legation at Peking as Chargé d'Affaires. Recalled to Washington in 1916 to become Chief of the Far Eastern Division of the Department of State, he acted as technical adviser to President Wilson in connection with Chinese problems at the Versailles Conference. As one of the early members of the North China Branch of the Royal Asiatic Society, he became a contributor to its Journal and is the author of notable works on China's political and cultural development. Professor W. S. A. Pott of the University of Virginia occupied the chair of Chinese in 1927 and 1928, followed by the present chairman of the department, Professor Esson M. Gale,<sup>1</sup> lecturer in Oriental Languages and Literature. The special rôle of the Oriental department of the University of California in the training of officers for the foreign service of the Department of State has been maintained over many years.

It remains to emphasize the unique position of the Far Eastern section of this university in American education. A large and increasing number of American citizens of Oriental race in the Pacific Coast states look for instruction in the lan-

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<sup>1</sup>Editor's Note—Professor Gale, an authority on public finance in China, represents the newer language career service of the United States Government in China, having obtained his preliminary training as an attaché at the Legation in Peking and as Interpreter and Assessor in the Consulate General at Shanghai from 1908 to 1913. As a commissioner in the Chinese *gabelle*, during the period 1914 to 1927, he gained a special acquaintance with Chinese administration of public finance. His researches in this field have been published in various Red Books of the Chinese Ministry of Finance.

## IN OUR UNIVERSITY CURRICULA

guage and culture of their ancestors. Representative of one of the most industrious and enterprising national *blocs* in American citizenship, the descendants of Chinese and Japanese immigrants are at once loyal American citizens and at the same time ardent admirers of the civilization of the lands of their forebears. These young men and women are availing themselves of the splendid facilities of the Oriental department in their own state university and will make the better Americans for a sound knowledge of the history and culture of the Far East. The continued growth of this department, with classes reaching well over a hundred students, constitutes a civic agency of inestimable value in the great Pacific Coast commonwealth.

## How Interest in the Orient Grew

*As Told by* PROFESSOR QUINCY WRIGHT

*Department of Political Science*

*University of Chicago*

THE University of Chicago's courses in Far Eastern affairs have arisen mainly from the interest of three departments, the Divinity School, the Department of Political Science, and the Department of History.

The Divinity School, in its comprehensive program covering both the theoretical and practical study of religion, has offered many courses in comparative religion and missions. The Far East has naturally loomed large in the work of these two fields, and Professor Haydon in Comparative Religion and Professor Baker in Missions have in fact taken a particular interest in it.

The interest of the Political Science Department in the field of international relations was stimulated by the establishment of the Norman Wait Harris Memorial Foundation at the University in 1923, through the generosity of the Harris family. Professor Quincy Wright,<sup>1</sup> who entered the department at about the same time, has been executive secretary of this foundation and in charge of the annual institutes under it. The second of these, in the summer of 1925, was devoted entirely to Far Eastern affairs and included lectures by Count Michimasa Soyeshima of Japan, Dr. P. W. Kuo of Nanking, China, H. G. W. Woodhead of Tientsin, China, and other experts on Far Eastern questions.

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<sup>1</sup>Editor's Note—Since coming to the University of Chicago, Professor Wright has offered courses in diplomatic history and diplomatic problems which have given full attention to the political relations of the Far Eastern countries. His interest in the Far East has been stimulated through his work for two years as editor of the Far Eastern section in the *Current History Magazine* and his association with the Institute of Pacific Relations, the second conference of which he attended in the summer of 1927.

## IN OUR UNIVERSITY CURRICULA

At present, however, the History Department, whose interest in the Far East is most recent, offers the most important courses in the field. Professor Scott had long offered courses on the expansion of Europe in which the policy of the imperial nations toward the Far East was considered. With the beginning of the Harris Foundation Institute, however, greater collaboration began among members of the social science departments interested in international affairs through their contact as members of the committee of this foundation. This resulted in a more definite appreciation by the History Department of the importance of the Far East.

The Department's interest was also stimulated from outside sources. Groups in the city, such as the Friends of China, the Art Institute, and the Field Museum, with a keen interest in the art and culture of the Far East, often suggested that further work be given at the university. With the critical development of political relations between the United States and Japan after the war, emphasized by the rather jingoistic tendencies of some of the Chicago papers, but soothed by the Washington Conference in 1921-22, Chicago business men and bankers began to suggest to members of the History Department that an accessible source of accurate information on Far Eastern matters was needed. This interest, in fact, took material form, thus making possible a chair in Far Eastern History, which has been occupied since 1928 by Professor H. F. MacNair, formerly of St. John's University, Shanghai. Professor MacNair devotes a number of courses exclusively to the history and civilization of China and Japan.

In addition to these three departments, some attention has been given to particular aspects of the Far East in courses in the geography, art, economics, sociology, anthropology, and philosophy departments. It is hoped that eventually work in the Chinese and Japanese languages may be offered.



## A Monument to a Chinese Servant

*Described by L. CARRINGTON GOODRICH  
of the Department of Chinese  
Columbia University*

THE Department of Chinese was founded in 1901, when General Horace W. Carpentier donated a sum of money in memory of his Chinese servant, Dean Lung (or, probably, Ting Lung). This domestic had embodied such characteristic and self-evident virtues that on his death the General decided that an effort should be made to study the civilization out of which such virtues grew. Later he increased his donation to a total of \$226,200. (The department of Chinese has never received any funds from other sources, though, for the first time, we are asking this spring for an additional small sum—to be taken from general funds—to care for our anticipated requirements. The proceeds from this fund have been expended on the purchase of a library of books by Chinese and Western authors, and on the support of a small staff of Chinese and Western instructors who have given courses in Chinese history, art, literature, language, philosophy, religion, and economics, and who have conducted and published important investigations in the same fields.)

The works of Professor Hirth (*China and the Roman Orient; History of China to the End of the Chou Dynasty; Scraps from a Collector's Notebook; Ancient Porcelain; The Story of Chang K'ien, China's Pioneer in Western Asia; Chau Ju-Kua*; translated and annotated) and of Assistant Professor Carter (*Invention of Printing in China and Its Spread Westward*) are evidences of the latter. A certain small balance has accumu-

## IN OUR UNIVERSITY CURRICULA

lated from this fund during recent years; this has been used to bring to Columbia eminent sinologues from abroad to present the results of their studies to American audiences both in the classroom and in the lecture hall. This policy will be continued until the balance of the accumulation is exhausted.

As at present constituted, the staff of the Department includes two lecturers in history, one lecturer in the Chinese language, and a visiting lecturer in art. The last gives the major portion of his time to Princeton University.

In addition to courses offered by our department, several divisions of the university give attention to eastern Asia. Japanese courses are offered by University Extension and in the Summer Session. The Economic Geography of Asia is a course offered by the School of Business. The International Relations of the Far East is another, offered by the Department of History. There are also courses in Columbia College and in Teachers College. The Barnard College for Girls has a course or more in philosophy and religion where considerable attention is given by the professor (Dr. Friess) to Chinese thought and religious ideas; and the newly created department of religion in our graduate school is considering stressing the religions of China. Last year both visiting lecturers, Dr. Hamilton and Dr. Kenneth Saunders, gave a large part of their time to the discussion of Buddhism in China.

All of this goes to show the realization on the part of our trustees and faculty that China and Japan play a considerable rôle in the development of world culture, and that the problems of both present-day and ancient China and Japan must be studied and offered for the consideration of students, or the university is not playing fairly with its scholars or doing its duty by the larger public. It would probably be too much to say that our department has brought about this realization but it can safely be stated that it has acted as a stimulant.

In order adequately to cover the field of culture and civil-

## CHINA AND JAPAN

ization of Eastern Asia, there should be at least two professors giving their full time to this work, besides a small staff of assistant professors and instructors junior to them. The founding of an additional chair of Oriental Studies would enable Columbia University to meet this problem fairly, and provide this part of the United States with the center of sino-logical learning and research which it requires in view of our important relationships across the Pacific Ocean.

## Harvard-Yenching

By DEAN GEORGE H. CHASE  
*of the Graduate School*  
*Harvard University*

THE introduction of Chinese studies at Harvard University was due primarily to a feeling that we were neglecting an important culture and an important country. It was felt that a university ought to offer opportunities for the study of the contributions made by China to the culture of the world, especially in philosophy, in religion, and in art.

The first establishment of courses of instruction was due to an interest in the Fine Arts and in Philosophy. Several friends of the Department of the Fine Arts as early as 1912 made possible an introductory course in Chinese art by Langdon Warner. This course was repeated at irregular intervals and became a regular part of the instruction on the appointment of Mr. Warner as Fellow of the Fogg Art Museum for Research in Asia in 1922.

In 1921, moreover, through friends of the Department of Philosophy, Dr. Yuen Ren Chao, who had taken his Doctor's degree in Philosophy in 1918, was appointed an Instructor in Chinese. In the three years of his service Mr. Chao gave, first, an introductory course in Chinese and, later, in 1923-24, introduced an advanced course. After the resignation of Dr. Chao, Professor Kuang-Ti Mei of Nanking University was appointed Instructor in Chinese. In 1925-26 he added still another course, The Introduction to the Literature and Philosophy of China, and in 1927 the scheme of instruction was expanded by the addition of a third course in language so that the instruction now offered includes elementary, intermediate, and advanced

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courses in the Chinese language, and the introduction to literature and philosophy.

Further developments were made possible by the interest of the trustees under the will of the late Charles M. Hall of Niagara Falls, who made a large part of his fortune available for the development of Chinese studies. Grants from the trustees made possible the employment of a Chinese librarian, and a rapid expansion of the collection of works in Chinese and works on China in the Harvard Library. Finally, with the establishment of the Harvard-Yenching Institute in 1928, further funds were made available to Harvard University as well as to several institutions in China. Through these grants it was possible to invite visiting scholars to Cambridge, and in 1928-29 the offering included not only Mr. Warner's and Professor Mei's courses, but a course on the chief periods in Chinese art by Professor Paul Pelliot of the Collège de France; a course called Introduction to the Kacyapaparivarta with Reference to the Chinese and Tibetan Translations and Commentaries by Professor von Staël-Holstein of Peking University; a course called The Survey of Chinese Thought, and another on Mencius on Human Nature and Political Philosophy, by Professor Lucius Porter of Yenching University; and an Introduction to the Study of Chinese History, by Professor William Hung of Yenching University. All these scholars, too, have superintended the researches of advanced students. It is expected that other foreign scholars will be invited to lecture in Cambridge in future years, and that ultimately a permanent staff for a Chinese Department will be built up at Harvard through grants from the Harvard-Yenching Institute.

## Training for Trade and Diplomacy

By PROFESSOR HAROLD S. QUIGLEY  
*Department of Political Science*  
*University of Minnesota*

OUR courses started with the realization by the administration of the University that my experience in the Orient had made it possible to render a valuable service. The administration accepted the recommendations of the department head, by which about half my teaching work and the greater part of my research of recent years has been done in the Far Eastern field. Special funds have been allotted by the library for the building up of materials. The courses have been accredited by the history department as well as my own. Lecturers have been brought in upon request.

The intermediate course in World Politics has been an excellent feeder for the more advanced work on the Far East. Some such introduction, to suggest the interest of more intensive work in a part of the field, seems highly important.

The community has frequently asked for public lectures on Oriental problems. Although rather a heavy additional tax upon one's energies, such activities appear to react upon the courses favorably—if numbers may be taken as an indication of favorable publicity.

A certain growing percentage of the classes in the field are students anticipating careers in the diplomatic and consular service, the foreign work of the department of commerce, foreign trade, etc.

Unquestionably these courses have benefited by the recent increased interest in all phases of international relations.

## Stanford's Program

*Explained by DR. RAY LYMAN WILBUR*

*President of the University*

IT BECAME evident early in the history of Stanford University that attention must be directed to the problems facing the United States in the Pacific Ocean. English History seemed less vital in California where we had thousands of Chinese and Japanese residents and a constant stream of travelers passing through to or from Pacific countries.

One of the most promising young men in the History Department was interested in this field and, having done his graduate work, began teaching. His courses have always been popular. He has also written a number of textbooks. It was soon found desirable to add a distinguished young Japanese scholar who could discuss the Japanese civilization from the standpoint of an Oriental. It has been more difficult to develop courses in Chinese, since no special endowments were available and the interest was not as keen at the time as it was in connection with Japan.

Professor Payson S. Treat, of the History Department, has been the chief exponent in the Stanford faculty of Oriental questions. Through the interest of Viscount Shibusawa and some of his associates, an endowment fund was given the university for the support of a chair on Japanese civilization, to be occupied by a Japanese scholar if one were available. Professor Yamato Ichihashi, who has recently written a book on the Washington Conference, has been unusually successful in interesting students in his courses. Through gifts, a temporary instructorship held by Obed. S. Johnson on the Chinese

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Language and Civilization was established for the years 1927-28 and 1928-29.

Over a period of years, there has been a marked increase in the number of students taking the work in this department and in the number of those doing graduate work. The library has been developed; and, in spite of a student body of practically the same size, there has been a marked increase in the total number of students taking work in these fields.

It is not difficult to secure Americans or Japanese and Chinese who can adequately present such topics as the Japanese civilization or the Chinese civilization. To these can be added the History of the Diplomatic Relationship between these countries and the United States. Educational emphasis is difficult to change, but it seems imperative that the study of our relations in the Pacific Ocean should become a part of the normal college or university curriculum here in America.



## A New Center of Interest in the Orient

*As Described by* DR. CHARLES E. MARTIN

*Professor of Political Science*

*at the University of Washington*

IT IS a difficult task to select and set forth the major factors which have led to an enriched course of Pacific and Oriental studies at the University of Washington. To some, a so-called major factor might well be regarded as a minor one, depending on one's sense of values, and one's point of view. Yet it is possible to indicate a few outstanding "factors" and "facts" which have had a more or less consequential part in this development. I list them by number, for the sake of convenience, and not necessarily in order of sequence or relative importance.

1. **The challenge of Judge Thomas Burke.** The Pacific Northwest had for some time a champion of international justice and international understanding in the person of its most distinguished citizen, Judge Thomas Burke. On December 4, 1925, while attending a meeting of the board of trustees of the Carnegie Endowment for International Peace, of which board he was a member from its inception, he declared: "If Japan loses confidence in the United States it will be because those American public men who should have sought conciliation and even-handed justice, and who should have treated Japan with kindly courtesy, consideration, and neighborly feeling—" whereupon he fell into the sleep of death. This unfinished sentence indicated two things: first, that all was not right between the United States and Japan, with the fault in the main with us; and second, something must be wrong with the training of our public men, if they would not seek conciliation and justice, and with that of our citizenship, if they would

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tolerate such leadership. It seemed that the university of his immediate community, and the leading one of his region, should devote itself, among other things, "to the unfinished task" indicated by his unfinished sentence.

This challenge has been reflected in our international relations, and Pacific and Oriental curricula. To deal with so vital a problem, instruction is essential. It is peculiarly the function of the university teacher. It seemed our duty to educate a potential citizenship which will make wise, just, and practical decisions affecting our foreign relations. It seemed also our duty to educate a leadership which will pass by the methods of the agitator, the demagogue, and the propagandist, and which will seek justice, understanding, and good feeling through a careful and scientific study of all the facts in any given international situation. Such a leadership will not be satisfied with only half-facts and half-truths. It will probe to the bottom of things, and will not hesitate to admit a mistake or to rectify an error.

**2. An opportunity for constructive education.** Educators everywhere seek to make education purposeful. There is a genuine desire to make it count for something. This seems our opportunity. It will be a grave responsibility should the people of the Pacific Coast, through a failure to get along with the people across the Pacific, lead the United States into war. The burdens and the cost of the war would fall most heavily on the rest of the country. Due to consequences at home as well as abroad, it is the part of wisdom and of statesmanship to avoid such a contingency if possible. The Pacific Ocean is the last Council Field. One of these days a great settlement and agreement will be made. Will it be a conference or a conflict? Education in international affairs, and especially in the civilizations and institutions of our neighbors across the Pacific, is the answer.

We do not, of course, in our teaching, take positions in

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regard to the immediate issues of the community, the commonwealth, and the country; we are rather concerned with the impact of international teaching and international discovery on the business, professional, social, and public life of the state and nation.

3. **Leading the international life.** Teaching in the international field, and especially in the Pacific and Oriental subjects, is the task of the specially trained and the expert. But training and scholarship are not enough. One must be devoted to the subject, and must be determined to follow the international life, wherever it may lead. A score of scholars of this university are devoting their lives to international teaching and discovery. More than half of them are looking immediately over the Pacific Area, which is the natural, logical, and peculiar field of this university.

4. **Variety of approach.** The approach to the Pacific Area is too broad for a single college or department. An idea can cut right through them. Our approach must be as broad as the subject. The Department of Oriental Studies, headed by Dr. H. H. Gowen, with Eldon Griffin as his associate, gives point and direction to our work, through a study of the history, civilization, culture, languages, and literature of the nations and peoples of the East. In the department of political science, Professor Mander is giving his attention to the British Commonwealths, most of which lie within, or border on the Pacific, and all the dependent and mandated communities in the Pacific Area. Next year Professor Hail will deal with the politics and the diplomacy of the Far Eastern countries. Professor Price of the Department of Sociology is teaching the sociological problems of the Pacific Rim. Professor Skinner teaches the trade relations with the East. All these men have resided in the East for extended periods, and know some of the languages. It is only through men of such training and experience that the East can be truly interpreted. Such instruction cannot

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come from the perusal of a few secondary authorities, nor from a few impressions or hunches about the Pacific Area. The consequences are too important to permit it.

Members of other departments, and some members of the departments mentioned above, while dealing with more general subjects, give a wholesome Pacific and Oriental slant to their work. Even in general instruction, examples and substantive material might well be taken from the Pacific Rim. The Atlantic Coast and Middle Western institutions can easily excel us in the exposition of European civilization. Moreover, partaking of one civilization, and facing another, we have the double advantage of approaching our studies from the comparative method, which is good pedagogy as well as common sense.

5. **Institutional contacts.** The Pacific Studies could not have reached their present stage of interest and breadth without the cooperation of organizations interested in such studies. The Institute of International Relations has been the medium through which our faculty men have made substantial contributions to the knowledge of the Orient. One of the sessions was held here, and problems of the Pacific occupied the most of our time. The Carnegie Endowment for International Peace, through a subvention, made the Institute possible. The students of the university interested in Pacific affairs function through an International Relations Club. Several of our faculty members are interested directly in the work of the Institute of Pacific Relations. The university community cannot live unto itself. We must seek aid and cooperation abroad.

6. **Community relations.** Quite a number of organizations of this city are internationally minded. They have given us their interest and cooperation, and have made life interesting for many of our Oriental students. These include the China Club, the Japan Society, the Education and Foreign Trade Committees of the Chamber of Commerce, and others. Some

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individuals stand out as interested in our problem. David Whitcomb, President of the Pacific Coast Empire Association, Dr. Edgar Lincoln Smith of the School Board, Mr. Harry Lear of the University National Bank, Mr. Reginald Parsons of the Japan Society, Mr. Priestly of the China Club, are some of the men who have taken an individual and organization interest in what we are doing.

7. **The desire for research.** Courses in Pacific problems are not enough. It is our business, through our research agencies, to discover new facts and methods which will make our international life more tolerable. A social fact about a strange people may explain a situation and prevent a war. We must also offer the leadership in thought concerning these countries which we are fitted to give to the men and women who are active in the affairs of the world. Facts and ideas are needed more than ever in international relations. To furnish them, we must leave our classrooms occasionally and venture into untried fields.

8. **A sense of incompleteness.** We have only scratched the surface, and much remains to be done. A building is needed for international and Oriental studies. A revolving professorship is needed to bring to our students and faculty the inspiration of scholarship of other peoples and other lands. A way must be found to get our scholars about over the Pacific Area, and a means for the publication of their researches.

But these things will come, we hope. A beginning only has been made. If our efforts fail to achieve the ultimate goal, we will have at least avoided the crime of the low aim, which would be worse than missing the mark.

## Glimpses of Changing Curricula

The questionnaire, which originated the study, asked several general questions designed to get information about trends of interest as revealed by calls for special courses on the Orient and by requests for help from organizations outside the institutions. The replies brought in hundreds of pages of comment, some samples of which are grouped below under four main questions.

### I.

#### What Have Been the Trends?

##### **BROWN UNIVERSITY**

**Providence, R. I.**

Interest in the Far East has not changed much at Brown University during the last ten years.

R. G. D. Richardson, Acting Vice-President.

##### **UNIVERSITY OF CALIFORNIA**

**Berkeley, Calif.**

I can now give you a reply based upon word from what I believe to be the best sources in this University: from Professor E. T. Williams, until recently our Agassiz Professor of Oriental Languages and Literature; N. Wing Mah, Assistant Professor of Political Science; Yoshi S. Kuno, Assistant Professor of Japanese; and Joseph G. Yoshioka, Research Assistant in Psychology.

As to "The changing trends of interest in China and Japan at the University of California during the past five years":

It is clear that within the University there has been an increase of interest in the Orient, due to the striking occur-

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rences especially in China, which have attracted the attention of the entire Occidental world. Particularly, there have been the conferences relating to the restoration to China of tariff autonomy, and to the abolition of the extra-territorial jurisdiction of Western Powers and of Japan, in China; and the Nationalist movement which has found much sympathy among American students.

This increase of interest has shown itself in no remarkable change in the number of students in courses of instruction, but in a moderate and healthy growth of such courses.

And while there has been no marked increase in the number of Oriental students coming to us, yet I am informed that the intercourse between our Japanese students and our American students is more cordial and active than it was some years ago. Before 1915 most of the Japanese students here had been educated wholly in Japan; they spoke English very imperfectly, and took advanced work for the most part. Since 1920 there has been a predominance of American-born Japanese who, of course, speak English fluently, are younger, and are readily received into the general life of our students. A symptom of a more active sympathy with the Orient is seen in the coming of Japanese athletes to this University, such as the baseball team from Keio University; the visit of our athletes to Japan; and an agreement for the periodic repetition of these mutual courtesies.

In our faculty, also, there are signs of an increased respect for science in Japan, particularly for such work as that of the distinguished Dr. Noguchi.

G. M. Stratton, Chairman of Psychology Department.

**THE UNIVERSITY OF CHICAGO**

**Chicago, Ill.**

I think there is a steadily increasing interest in China and Japan at the University. All of the courses in the History

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and Political Science Departments to which I have referred have been established within the last five years, and, while the Divinity School has always given some attention to Far Eastern problems because of the missionary interest, it has increased the number of courses during the last few years.

Quincy Wright, Department of Political Science.

### CLARK UNIVERSITY

Worcester, Mass.

There has been an increase of attention, in my judgment, in the Far East during the past five years. It seems that there is at the present time a very general and keen interest in the Orient, particularly in the developments in China.

G. H. Blakeslee, Department of History.

### UNIVERSITY OF COLORADO

Boulder, Colo.

I think there is a growing interest in the Orient, and we are glad to include a number of representatives of the Far East in our student body.

F. B. R. Hellems, Acting President.

### CULVER-STOCKTON COLLEGE

Canton, Mo.

I believe there is a greater interest in China and Japan than there was five years ago.

Harold E. Briggs, Head Department History.

### DETROIT TEACHERS COLLEGE

Detroit, Mich.

There is some suggestion that interest in the Oriental countries is increasing. More students have asked for courses in Oriental History during the past two years than during the preceding five years of my experience in teaching World History. As only a few students from each group have requested special courses in Oriental History, none have been given.

Nellie L. Jackson, Head of History Department.



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### HURON COLLEGE

Huron, S. Dak.

Under the impulse given by the former President of the College, long a missionary worker in Korea, a great interest has been worked up in this college and community in matters of the Orient. It is perhaps unusual in its sustained and deep character, and the demand for information has followed. The instructor of history inaugurated a two-hour course in the effort to meet the demand and in response to his own conviction that the Orient demands attention.

Daniel J. Gage, Department of History.

### IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

Ames, Iowa

There is a growing interest in the history of the Far East. This, of course, was overshadowed for a time by the World War and our relations with Europe. But there is, nevertheless, a reviving and growing interest in our relations with the Far East. The same may be said, too, with respect to our relations with the Caribbean countries.

L. B. Schmidt,

Department of History and Government.

### JUNIATA COLLEGE

Huntingdon, Pa.

The trend in our college is toward a closer and freer intercourse with China and Japan. The feeling is that it is our duty and privilege to help. The student body also is much concerned to see that civil war ceases. There is no fear of the Oriental if treated as he deserves.

Dr. I. Harvey Brambaugh,

Director of Summer Session.

### KENT STATE NORMAL COLLEGE

Kent, Ohio

I do not know what change there has been in the attitude or trend of interest among our students during the last five years with reference to China and Japan, but I am frank to

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say that I have personally very greatly enlarged my interest in these two countries and their peoples.

J. O. Engleman, President.

### MARQUETTE UNIVERSITY

Milwaukee, Wis.

There has been a marked development of interest among the students at Marquette University in China, Japan, and the Far East in general during the past five years.

Associate Professor Hugh L. Riordan, M.A., of the faculty of our College of Business Administration, who gives the courses above referred to, has been in the Far East for three years in the employ of the Imperial Japanese Government. He is a member of the World Trade Club of Milwaukee and of the Foreign Trade Committee of the Milwaukee Association of Commerce, which are actively interested in the progress of instruction dealing with China and Japan.

A. C. Penney,

Central Bureau of Information and Statistics.

### MIDDLEBURY COLLEGE

Middlebury, Vt.

In answer to the last part of your letter, I cannot say that there is any special interest among our students in China and Japan, but it must be considered that ours is a small college which aims to avoid specialization. I think that there has been an increase of interest in the two countries mentioned during the past two or three years, especially with reference to the revolutionary movement in China. Last year we had a special lecturer who addressed the student body upon that subject, and it was discussed with keen interest by the students.

A. M. Kline, Department of History.

### MILLS COLLEGE

Mills College P. O., Calif.

There is no doubt that interest in Far Eastern matters has steadily increased in recent years. The inclusion of China

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and Japan in contemporary problems of business, finance, and government; the pressing question of Oriental immigration into the United States; the influence of Oriental thought in contemporary philosophy and Oriental ideals of art upon the æsthetic life of our country; the increasing ease of travel in the East and the gradual leavening of our educational institutions by Chinese and Japanese students; all these things have brought about the concentration of attention upon the Eastern countries. A reasonable proportion of students elect these courses. The History of China is our most recent addition.

(Mrs.) Amelia Henry Reinhardt, President.

### UNIVERSITY OF MINNESOTA

Minneapolis, Minn.

When the first course on the Far East was offered here in 1920-21 there were three enrolled and one of those dropped out. During 1921-23, I was absent in the Far East and no work was offered in the field. In 1923 eighteen students elected a course on the Government of Japan, twenty a course on Far Eastern Diplomacy, and twelve a course on the Government and politics of China. In the summer session of 1924, thirty-four students took Far Eastern Diplomacy. In the year 1924-25, eighteen students elected the Government of Japan course, fifteen that on Chinese Government. In 1925-26, thirty-four students took Far Eastern Diplomacy. In 1926-27, thirty-nine students took Far Eastern Government and Politics. In 1927-28, thirty-two students took Far Eastern Diplomacy. In the latter three instances the courses covered two quarters. Each year there have been masters' theses written on one or more Far Eastern topics. A Minnesota graduate student, C. Walter Young, received the Willard Straight Fellowship in 1925.

H. S. Quigley, Department of Political Science.

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### THE NEW MEXICO STATE TEACHERS COLLEGE

Silver City, N. Mex.

I should say that there has been a decided trend toward an active interest in the history of China and Japan, particularly emphasizing more recent developments.

A. O. Bowden, President.

### OCCIDENTAL COLLEGE

Los Angeles, Calif.

Regarding the trend of interest in China and Japan with our students during the past five years, I may safely say there is a decided increase of interest. The increased enrolment in courses in Foreign Trade, Economic Geography, Oriental Finance and History, as well as in the sociology courses which deal with international relations are evidences of this rising tide of interest. Thus far, we have been fortunate in securing teachers qualified for these courses in that they have had considerable experience abroad.

George M. Day, Department of Sociology.

### OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

Stillwater, Okla.

Answering the questions in the latter paragraph of your questionnaire, I am glad to assure you that students of our school have been very greatly interested, during the past five years, in Oriental problems. In fact, the number of courses dealing with problems in the Orient has doubled. This year we have a man especially qualified to handle courses and questions dealing with the Far East. He has spent six years in China, Japan and Hawaii. He speaks the Malay dialect and the prevalent dialect of China, so that in answering your last question, I can say that we, at present, have a thoroughly competent instructor for all of our courses dealing with the Far East.

A. A. Arnold, Vice-Dean.

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### **RADCLIFFE COLLEGE**

Cambridge, Mass.

I do believe that there is a growing demand among our students—and particularly among our graduate students—for courses on the Orient, though the interruption in the offering of these courses tends naturally to discourage enrolment. The reason for our being able to offer these courses is our affiliation with Harvard University.

Ada Comstock, President.

### **ROANOKE COLLEGE**

Salem, Va.

There is increasing interest in the Far East. I always emphasize this phase of the work, and I know that Dr. Brown does the same. I have felt for some time that this and the Latin American countries were neglected and I now offer a popular course in Latin American Government and History. I require a good deal of supplementary reading and one book at least must be on the Far East.

J. F. Prufer,

Department of History and Government.

### **THE ST. LAWRENCE UNIVERSITY**

Canton, N. Y.

Two subjects are of perennial interest here. The one is the League of Nations; the other is China, and, of course, Japan. Whether or not student interest in these problems has been increasing rapidly during the past five years, I am unable to determine, but certainly there has been a marked change in the appreciation of the above two problems during the last two years.

A. B. Corey,

Department of History and Government.

### **THE STATE AGRICULTURAL COLLEGE**

Fort Collins, Colo.

There is a growing interest in the situation in China and there seems to be a more kindly feeling toward Japan among students and faculty.

Charles A. Lory, President.

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### SYRACUSE UNIVERSITY

Syracuse, N. Y.

The reason for offering the course in Chinese History is that we have a Chinese student in attendance in the Graduate School who is qualified to give such a course and very anxious to give it. There appears to be no demand for information concerning the Orient among the undergraduates, which would make it desirable for us to do more along this line. As our policy is to avoid expansion wherever possible, we would not introduce this work unless there were considerable pressure exerted upon us.

W. P. Graham, Vice-Chancellor.

### TUSCULUM COLLEGE

Greenville, Tenn.

I may say that, so far as I can observe, there is very little change in the trend of interest in China and Japan among our students. One reason for this, I suspect, is the fact that we have a very small student body and the tendency has been somewhat conservative in regard to introducing new materials into the curriculum. I should say, however, that the curriculum is at present undergoing drastic revision, and more attention will be given to international relationships in the future.

R. D. Wellons, Dean.

### UNION COLLEGE

Schenectady, N. Y.

There is a noticeable and encouraging increase in interest on the part of our students in affairs concerning China and Japan which is recognized by the presentation of the above outlined courses [International Relations, and American Diplomacy, Seminar]. The registration in these courses, except where limited, is the heaviest of any of our elective courses in this department.

W. L. Godshall, Head of History Department.

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**WASHINGTON STATE NORMAL SCHOOL**    **Bellingham, Wash.**  
There is a growing interest in Oriental affairs in this section of the country. The Institute of International Relations held at the University of Washington, Seattle, during the past summer greatly stimulated interest in Oriental problems.

C. H. Fisher, President.

**WASHINGTON STATE NORMAL SCHOOL**    **Ellensburg, Wash.**  
Our experience with student groups on this section indicate that when they have an opportunity to direct their own explorations they are rather strongly inclined toward Oriental problems, both here and over-seas. This tendency is becoming more and more apparent and is quite noticeable to the recent arrival.

**WHEATON COLLEGE**    **Wheaton, Ill.**  
We have no changing interests in the Orient, as we have had a fair number of students from China, Japan, Korea, Anam, etc., along with the children of missionaries serving in those countries.

**YALE UNIVERSITY**    **New Haven, Conn.**  
The trend of interest in China and Japan among our students during the past five years has not been changed greatly. Apparently it has depended chiefly upon the personality of the lecturers and instructors. There has always been a good deal of interest in the Far East because of the presence on our History faculty of the late Frederick Wells Williams. This interest has been maintained in the last few years by the coming of Professor Latourette. If there were a more general demand among the undergraduates for courses relating to the Far East, I suspect that we should have some difficulty in securing competent instructors. As it is, Professor Latourette and Professor Asakawa are able to carry the work relating especially to China and Japan.

Charles Seymour, Department of History.

## II.

### What Are the Conditions Favorable and Unfavorable to Oriental Courses?

#### AGNES SCOTT COLLEGE

Decatur, Ga.

There is no question but that the Far East has aroused a great deal of interest among college students, and every year we bring in some lecturers to give us information about various phases of the development.

J. R. McCain, President.

#### AMHERST COLLEGE

Amherst, Mass.

The courses in the History Department in Amherst College, as in other departments, are few in number, and ones which we try to make fundamental in character. Were we a university with a large number of courses it would be very appropriate to have some in Oriental history, and our relations to China and Japan in particular, but such courses in our present organization would seem to be an undue specialization in one field.

Arthur Stanley Pease, President.

#### ARKANSAS AGRICULTURAL AND MECHANICAL COLLEGE

Monticello, Ark.

There is no special interest in our student body in regard to China and Japan. We do not have any call for competent instructors in regard to the Orient.

Frank Horsfall, President.

#### BARNARD COLLEGE, Columbia University

New York, N. Y.

We have not in our curriculum any courses devoting at least a major portion of their time to China or Japan. There are



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such courses in other parts of the University open to Barnard students, and occasionally some of our girls take these, especially one in Chinese art.

I have discussed with some of our History Department the organization of a course dealing with the Orient, and I trust that within a few years we may be able to do something of this kind.

Virginia C. Gildersleeve, Dean.

### BOWDOIN COLLEGE

Brunswick, Maine

In a small college like Bowdoin it is not likely that we should be able to add such a course to our curriculum. We have had in the past few years a number of boys from China and Japan who have been admirable members of our college community. I believe these boys do more to give information about their country than do courses in the curriculum.

Kenneth M. Sills, President.

### BRIGHAM YOUNG UNIVERSITY

Provo, Utah

I regret that at the Brigham Young University we do not have more courses directly on these subjects, as we are interested in these countries and have students from them.

F. S. Harris, President.

### CARROLL COLLEGE

Waukesha, Wis.

We are not lacking in sympathy or interest in China and Japan. We are well aware that the subject is alert, alive, and up-to-date. We are probably doing much, very much, to awaken student interest in those countries, and that through several perfectly wholesome and legitimate channels. We do not, however, have facilities and resources to justify our setting aside faculty time for the organization, promotion and presentation of specific programs of study devoted to that end.

We are a well-organized, high-grade, small American col-

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lege doing a very worthy piece of work, and frankly omitting a lot of interesting and inspiring studies, among them the courses dealing with China and Japan. However, within the scope of our interest and appreciation are a large number of other subjects which we must pass by. I observe that good students frequently and deeply regret that the four years permitted in college are so insufficient to cover the studies and courses desired. I have observed, also, that some good colleges, very good colleges, are obliged to place limitations on their offerings.

W. A. Ganfield, President.

### CENTRAL Y. M. C. A. COLLEGE OF ARTS AND SCIENCES

Chicago, Ill.

We have made it a point to have at least one man in the History Department who is especially interested in Pacific questions, and this man has been asked to bring our present-day Pacific Problems in a specific way in his course in recent American History.

E. W. Balduf, Dean.

### CLARK UNIVERSITY

Worcester, Mass

There has always been good registration in our Oriental Courses in proportion to the total number of students in history. The large majority of our graduate students in history elect some one of these courses. The University allows complete freedom to each department to organize its work according to its best judgment; and we have placed the Pacific and Far East on a basis of entire equality, in every respect, with Europe and America. The difficulty which some institutions find in establishing courses on the Far East may lie in the University or Department regulations. In one of our largest Eastern Universities these regulations make it more desirable for the students to elect European

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History than that of Eastern Asia. Based on our experience here, students will elect work in the Pacific and Far East if given a fair and free opportunity to do so.

George H. Blakeslee, Department of History.

### COLORADO COLLEGE

Colorado Springs, Colo.

I presume such courses have not been offered largely because we do not have competent instructors for them. Then, too, we are remote from the problem of contacts; hence there is no great demand or practical interest in the problem.

C. B. Hershey, Dean.

### UNIVERSITY OF COLORADO

Boulder, Colo.

I regret to say that we are not able to offer much in the field, although we realize its growing importance.

I should like to congratulate you on your investigation and to voice our pleasure that you are intending to favor us with the results of your search.

F. B. R. Hellems, Acting President.

### DAKOTA WESLEYAN UNIVERSITY

Mitchell, S. Dak.

I am sure that you are doing a splendid service in calling these matters to our attention, and in planning for more work to be given in this direction.

Earl A. Roadman, President.

### FORDHAM UNIVERSITY

New York, N. Y.

From present indications, such courses will not be introduced here for the present.

Charles J. Doane, Dean.

## IN OUR UNIVERSITY CURRICULA

### GENEVA COLLEGE

Beaver Falls, Pa.

There has been a great interest in the Far East in the History Department at Geneva, as indicated by the fact that some three hundred students have studied in this field in the last six years. We expect at least fifty enrolled in the course for the second semester of this college year.

### GEORGETOWN UNIVERSITY

Washington, D. C.

The School of Foreign Service of Georgetown University is particularly fortunate in being located in Washington, because we have very close cooperation from the different Far Eastern Embassies and Legations and from the different branches of the Government which specialize on Far Eastern questions. Each year we have some Chinese and Japanese students in the School in addition to students from other parts of the Far East. For example, one of the students now in attendance is a Siamese Prince, sent here by his brother-in-law, the King of Siam. One of the students now in the School is the Secretary to Dr. Wu, the special envoy of the Nationalist Chinese Government.

Thomas H. Healy, Assistant Dean,  
School of Foreign Service.

### HAMPDEN-SYDNEY COLLEGE

Hampden-Sydney, Va.

Hampden-Sydney College is essentially a small college devoted simply to the pursuit of the traditional B.A. and B.S. degrees. Its income is limited, with the consequent limit on our number of teachers and courses. I think this will explain to you why we have no course of the kind you are inquiring about.

The subject would receive treatment only in the regular course of American History such as time and importance of the subject would dictate. Of course, we are interested in any movement which will make for the betterment of

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education in the development of citizenship and our national relations, and we shall be glad to study the results of your investigation when they are completed and published.

D. C. Wilson, Acting Dean.

### HASTINGS COLLEGE

Hastings, Nebr.

I wish to say that, while our students and our faculty are interested in the subjects you suggest, we do not have either time or facilities to offer such special courses. Incidentally, our classes in history and perhaps also those in economics and literature refer to such subjects. Distinct courses in these fields, however, can seldom be offered in institutions at our stage of development.

Calvin H. French, President.

### HAVERFORD COLLEGE

Haverford, Pa.

I agree with the concern of your Council that our young people should know much more than they do about the great evolution which is taking place in the Orient and its effect upon us in the United States.

W. W. Comfort, President.

### HENDRIX COLLEGE

Conway, Ark.

Limited resources prevent the College from offering many desirable courses.

J. H. Reynold.

### HURON COLLEGE

Huron, S. Dak.

There is difficulty in getting fully trained instructors.

Daniel J. Gage, Department of History.

### IOWA STATE COLLEGE

Ames, Iowa

This is a technical institution very similar to Massachusetts Institute of Technology. The work is of a highly technical nature, and very little work in history or government is given.

R. M. Hughes, President.

## IN OUR UNIVERSITY CURRICULA

### JUNIATA COLLEGE

Huntingdon, Pa.

We have a large volunteer group of undergraduates, many of whom are ready to enter mission work in China. We now have in China some of our former pupils; others are ready to go, and still others are preparing. This latter group meets two hours a week for intensive study of the Orient, especially China and India. They are taught by teachers of our faculty—Dr. T. T. Myers, D.D., Professor of Biblical History; Professor C. C. Ellis, Ph.D., Professor of Ethics and Philosophy; Dr. J. H. Brambaugh, Litt.D., Professor of Religious Education, and others. No credit is given, as the course is voluntary and the work done not tested.

Dr. Brambaugh, Head of Summer Session

### UNIVERSITY OF KENTUCKY

Lexington, Ky.

In addition to the courses given, a movement was inaugurated two years ago by the student body in consultation with interested members of the faculty, which aims primarily to give all of the student body a better understanding of other nations, and a rather helpful program is outlined and carried out by this organization. The plan, in general, is that each month some nation is chosen to be studied during the month. Every department in the University is requested to set aside either an hour or a part of an hour to contribute something toward the better understanding of the country under consideration. For example, the Department of Animal Husbandry is asked to prepare, as a part of an hour or for an entire hour, certain data regarding what is known about Animal Husbandry in China. The Art Department undertakes to collect and have on display a Chinese Art Exhibit. Sometime during the month a convocation of the entire student body is held and a speaker of note is brought to the University to speak on the country under consideration. The Music Department prepares some special music for that

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occasion. If the country under consideration is China, Chinese music will be rendered. This movement coming from the student body would indicate that there is an interest among the students in other countries. Among the countries already dealt with in this way are China and Russia. We expect that Japan will be considered this year.

From what I have written, you will notice that the University is devoting considerable attention to international affairs. Sometimes I have felt that an undue amount of attention is being given to international affairs when the size of the University is taken into consideration; however, I have no mind to discontinue any of the courses now given nor to minimize the attention of the department to this field. On the other hand, I do not feel that the occasion demands our giving special attention to courses on Far Eastern affairs. I think that the affairs of the Far East should be considered only as a very important feature of International Relations and World Politics, and I cannot see the situation in any other light.

J. Catron Jones,

Head of Department of Political Science.

### LAFAYETTE COLLEGE

Easton, Pa.

While I have not felt it feasible for us to have a course devoted solely to Japan and China, it is the policy of the Department to give them considerable attention in all our courses where this is now appropriate, and European countries must now share with the new-old cultures of the Far East. In this connection it is not easy to find sufficient and accessible teaching materials. China, of course, is particularly baffling. I should be happy, however, if your Institute would induce a competent person to write in small compass an up-to-date account in English of the Japanese government. This should be not merely a description of the structure, but give due account of those extralegal forces which consid-

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erably modify the operation of any formal organization. A small book of not over one hundred and fifty pages would fit admirably with existing courses in any institutions where it is not yet appropriate to give full courses.

It is natural enough that our Pacific Coast institutions should give such courses. The amount of ignorance of the Far East to be found in eastern United States is appalling and can be easily more disastrous in the future than the well-known ignorance of Europe.

Miller D. Steever,

Department of Government and Law.

### LAWRENCE COLLEGE

Appleton, Wis.

I think the students have a lively interest in China and Japan, which has been strengthened somewhat by the fact that we have had some Oriental students in college, and by outside speakers. In this area, however, there is not an insistent demand for courses, although I think if we were in a position to offer such a course, students would be found to be interested in taking it.

H. M. Wriston, President.

### LINDENWOOD COLLEGE

St. Charles, Mo.

We are giving no special courses dealing with China and Japan. They are touched upon in our general history. I rather think we should emphasize those two nations as never before, and I have called the attention of the Dean of the College to this matter.

John L. Roemer, President.

### MASSACHUSETTS AGRICULTURAL COLLEGE Amherst, Mass.

I have noticed no particular interest among our students in this subject and it is one which, so far as I know, has not been considered for inclusion in our curriculum.

R. W. Thatcher, President.



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### **MEREDITH COLLEGE**

Raleigh, N. C.

We have a student body of something more than five hundred, but it is too small for us to do more than deal with general principles. We have gone on the principle that such courses as you refer to really belong to post-graduate study.

Charles E. Brewer, President.

### **MISSISSIPPI AGRICULTURAL AND MECHANICAL COLLEGE**

Alcorn, Miss.

We feel that there is a great interest in China and Japan, and, in the future, work along this line might be offered, but at the present time nothing is being done.

B. M. Walker, President.

### **MISSISSIPPI COLLEGE**

Clinton, Miss.

We offer no courses along the lines mentioned, and no interest has been manifested on this subject.

J. W. Provine, President.

### **NEBRASKA WESLEYAN UNIVERSITY**

Lincoln, Nebr.

We do not offer specialized courses in Oriental History, partly because our faculty members have had no special training in that field, and partly because there are but two teachers on our faculty giving their time exclusively to history, and there is greater demand for courses in other fields. Whenever there is a demand for information concerning the Orient, it comes from ministerial students and those planning missionary careers. We teach quite a bit of Oriental history in connection with our other courses.

G. A. Barringer, Head Department History.

### **COLLEGE OF NOTRE DAME**

Notre Dame, Ind.

We find that there is considerable interest in China and Japan among the students, and especially so since some of

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the students in the Commerce Department have made trips to the Orient during the Summer School as part of their laboratory work in Foreign Commerce. We have no courses devoted entirely to China and Japan, but we have two courses, World Markets, and Ocean Transportation and Traffic, which devote considerable time to them.

Rev. Emiel DeWulf, C.S.C., Director of Studies.

### OHIO WESLEYAN UNIVERSITY

Delaware, Ohio

I may say that we enroll every year some ten or twelve students from China, Japan and Korea, and that our interest in the establishment of friendly relationships with the Oriental countries is much keener than our announcement of courses would indicate.

William E. Smyser, Dean.

### PHOENIX JUNIOR COLLEGE

Phoenix, Ariz.

We offer no courses on Japan or China. We are interested in them because we have some contact with Chinese students.

H. A. Cross, Dean of the College.

### POMONA COLLEGE

Claremont, Calif.

Both our faculty and student body have for some years taken a keen interest in the problems of the Orient. We are particularly fortunate in having with us as Professor of Economics, Dr. Kenneth Duncan, who taught for a number of years in Lingnan University and brings to his work here a background of wide and sympathetic understanding of Oriental problems. The inauguration of Dr. Charles K. Edmunds as the new President of Pomona College is further evidence of our interest, particularly in China. Last year Dr. T. T. Lew gave a series of lectures here which attracted wide attention, both in the student body and the community. This year Dr. J. Stewart Burgess of Yenching, Peking, is

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spending a month with us. In addition to these persons, we have in the community Dr. Arthur Smith and many other distinguished missionaries from China and Japan, spending their years of retirement and their furloughs in this community.

George S. Burgess, Secretary of the Faculty.

### THE PRINCIPIA

St. Louis, Mo.

We have none as yet. We are a Junior college. We are unable to assist you in this study, although we are very much interested and would appreciate being kept in touch with this work.

(Mrs.) Gretchen M. Happ, Registrar.

### ST. CLOUD STATE TEACHERS COLLEGE

St. Cloud, Minn.

Ours is a teacher-training institution with the specific objective, "teaching in the elementary schools." We have no course that deals principally with our relations with Japan and China. In a number of courses and in several organizations such problems are discussed indirectly.

George A. Selke, President.

### SAM HOUSTON STATE TEACHERS COLLEGE

Huntsville, Tex.

There is on our campus a definite sympathetic interest in people of other countries, especially the Far East. This is due in part to the courses mentioned herein (Development of Civilization, devoting one-third of the time to Oriental History). It is also due to visits to the college of Chinese, Japanese, Koreans, Indians, and other speakers, as well as the activity of the local Y. W. C. A. secretary, study of world problems by the Y. W. C. A. and the Association cabinet members, and the visits of traveling secretaries of these organizations.

The History Department of Sam Houston State Teachers College is in hearty accord with all efforts to create in the

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minds of American students a sympathetic interest in the establishing of more amicable international relations.

J. L. Clark, Head of History Department.

### **SKIDMORE COLLEGE**

Saratoga Springs, N. Y.

Skidmore, being primarily a vocational college, our academic departments are necessarily limited to the more usual lines, and we do not offer any work in subjects mentioned in your recent letter. Beatrice H. Richardson, Secretary to President.

### **SOUTHWESTERN LOUISIANA INSTITUTE**

Lafayette, La.

While a few of our students indicate an interest in these two countries, nevertheless they are not sufficient to warrant our offering special courses dealing with these countries.

H. L. Griffin, Dean.

### **SPRING HILL COLLEGE**

Spring Hill, Ala.

We have not yet felt any need in our college for courses on China and Japan.

M. McNally, Dean.

### **STANFORD UNIVERSITY**

Stanford University, Calif.

Most interest is naturally taken in the broad survey courses, such as History 27, 28 and 31. In these courses the history majors are in a minority. In the advanced courses the percentage of history majors increases until in the introductory seminar and seminar courses they furnish most of the enrolment. The Department usually has about half a dozen students working for the Master's degree in this field, and for the past four years has directed the work of Ph.D. candidates as well.

We have no difficulty in securing competent instructors, because we have been able to retain each appointee. During my absence on leave next year we will enjoy the services of Dr. Paul H. Clyde, of the University of Ohio.

Payson J. Treat, Department of History.

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### SWEET BRIAR COLLEGE

Sweet Briar, Va.

Sweet Briar is a small undergraduate college and we have been in no position to develop these departments as would a university.

Meta Glass, President.

### SYRACUSE UNIVERSITY

Syracuse, N. Y.

I cannot entirely answer for the administration of Syracuse, but it is my opinion that it is difficult to get competent instructors for all of the courses which should be given and which the interest of the students would justify.

K. C. Leebrick, Department of Political Science.

### VANDERBILT UNIVERSITY

Nashville, Tenn.

Vanderbilt University is not a large institution, and would not be justified in offering special history courses on China and Japan. Subjects relating to the Orient are sometimes treated as a part of wider problems that arise in courses on international relations, etc.

J. H. Kirkland, Chancellor.

### VIRGINIA MILITARY INSTITUTE

Lexington, Va.

The courses here are all undergraduate, leading to degrees of Bachelor of Science and of Arts, so that the work is not sufficiently advanced for very general interest among students relative to questions regarding the Orient.

W. H. Cooke, Superintendent.

### WASHINGTON STATE NORMAL SCHOOL

Bellingham, Wash.

As to your question what special courses are most frequently called for: our school is mainly a two-year institution. We only have a few students taking upper division work, so that the number of courses we can give is limited, the first two years consisting mainly of required work. As to the difficulty in getting competent instructors I can scarcely comment.

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I would say, however, it probably would be difficult to get a real specialist in the Oriental field. The instructor who is teaching Oriental History here has worked the course up mainly by himself. It has grown out of his interest for the subject and the current need. In a school of our kind we could hardly have a specialist in the Oriental field, as the number of students who could take it is small. I anticipate a growing interest in the problems of the Pacific here on the Coast.

Nora B. Cummins, Department of Social Science.

### **THE WESTERN COLLEGE FOR WOMEN**                      Oxford, Ohio

If you were to come upon our campus to talk to our students you would find that their attitude toward these Far Eastern people is not very different from that held toward foreigners coming from Ireland or Italy. We have had Chinese students on our campus and they are very cordially received.

W. W. Boyd, President.

### **WESTERN KENTUCKY STATE TEACHERS COLLEGE** Bowling Green, Ky.

Western Kentucky State Teachers College is a state institution, whose purpose it is to train teachers primarily for the State of Kentucky. Consequently, we have no opportunity to come in contact with foreign students. This question is very vital to American institutions having foreign students, and I think it is worthy of serious and extended study. I am sorry that we are unable to make any contribution along this line.

Ernest H. Conon.

### **WHEATON COLLEGE**                                      Wheaton, Ill.

There would be no difficulty in securing anything we needed in the way of instructors for special courses if the college could offer them in undergraduate work, for we have avail-

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able at present six or seven competent men and women indirectly affiliated with the college and its student body who have spent several years in the Orient as missionaries.

### **WILLIAM WOODS COLLEGE**

**Fulton, Mo.**

I know that such courses would be both interesting and helpful, but the first two years of college are so thoroughly devoted to standardized freshman and sophomore classes and work that there is little room for such specialized subjects as your letter suggests.

E. R. Cockrell, President.

### **WILSON COLLEGE**

**Chambersburg, Pa.**

Wilson College is a small college for women of the highest academic standards, but limits its enrolment to four hundred resident students and its work to a standard preparation for useful thinking and graduate study.

E. D. Warfield, President.

### **THE UNIVERSITY OF WISCONSIN**

**Madison, Wis.**

The war in China and events in Japan have, of course, drawn our attention to the East very markedly. Since a number of Chinese students are here and are interested in what is going on in the East, we get considerable information. We have not gone extensively, as you will see, into the teaching of courses covering the Orient. Those who give the courses have either had experience over there or are familiar with the field.

C. A. Smith, Secretary of the Faculty.

### III.

## What Contacts Relating to the Far East Are Made by Students and Teachers?

### ARKANSAS AGRICULTURAL AND MECHANICAL COLLEGE Monticello, Ark.

Each winter we have one or two illustrated lectures given the student body in regard to one or both of these countries. No one has called upon us in connection with help for the Orient.

Frank Horsfall, President.

### UNIVERSITY OF CALIFORNIA Berkeley, Calif.

As to your question, "What organizations other than those immediately connected with the University call on you for help regarding the Orient?"—these organizations might be put into three classes:

1. General popular organizations outside the University which have invited members of the University to address them on China and Japan. The following is but an indication of the many which have asked and are repeatedly asking the University for this kind of aid:

Churches throughout the state,  
Women's clubs throughout the state,  
So-called "service clubs" throughout the state,  
The Commonwealth Club of San Francisco,  
General audiences at teachers' institutes, high schools,  
and academies,  
Colleges and universities in California, Oregon and Washington.



2. More select, while still popular, organizations for the special study and improvement of foreign relations generally, and of American relations with China and Japan in particular. The following would be a list far from complete:

The Institute of Pacific Relations,  
The Pan-Pacific Conferences on Education and kindred topics,  
Institutes of International Relations meeting at Los Angeles, Riverside, Berkeley and Seattle,  
The Society for Fair Play to China,  
The China Society of San Francisco,  
The Japan Society of San Francisco,  
The China Commerce Club of San Francisco.

3. Official or otherwise responsible bodies that seek expert knowledge and guidance. The following is an imperfect list:

The State Department of the United States Government,  
The International Conference on Narcotics at the Sesqui-centennial Exposition at Philadelphia,  
The Association of American Universities, and other organizations of American universities and colleges,  
The Pan-Pacific Scientific Congresses,  
The Oriental Survey of the Pacific Coast,  
The Chamber of Commerce of San Francisco,  
Organizations concerned with scientific publications in the United States.

Let me briefly illustrate the activity of the University of California under this third heading. Professor E. T. Williams has been granted repeated and very extended leaves of absence to serve the State Department at Washington as expert adviser upon Far Eastern matters. Dr. Yoshioka

is regularly supplying abstracts in English of current psychological publications in Japan to *Psychological Abstracts*, an official journal of the American Psychological Association, supported by the Laura Spelman Rockefeller Memorial.

And Professor Kuno's careful estimate of various Oriental colleges and universities has been in standard use in this country and beyond, for the valuation of students' academic work done in the Orient and offered for credit toward American degrees.

G. M. Stratton, Chairman of Psychology Department.

We have taken the view that the Chairman of this Department should be an American. Naturally we have not found it easy to discover American scholars thoroughly trained in the philology of Chinese and Japanese and who have the command of one or both of these languages which seems to us desirable.

Walter M. Hart, Vice-President.

#### THE UNIVERSITY OF CHICAGO

Chicago, Ill.

Public lecture courses have been given under the auspices of the University in the city and I have given several lectures which dealt with Far Eastern problems on these occasions. The Harris Foundation, which conducts an institute every summer on international relations, devoted its session of 1925 to problems of the Far East. In my own experience the greatest demand is for courses dealing with American policy in regard to the Far East, though I think there is also considerable interest in further understanding of Far Eastern civilizations. This is doubtless particularly true for the Divinity School.

Quincy Wright, Department of Political Science.

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### CLARK UNIVERSITY

Worcester, Mass.

As to other organizations calling on me for help regarding the Orient, I have been asked to speak the past few months before a large number of organizations of almost every kind. I have given, outside of my class work at Clark and Harvard, between twenty-five and thirty addresses on the Pacific and the Far East.

G. H. Blakeslee, Department of History.

### CULVER-STOCKTON COLLEGE

Canton, Mo.

As far as I know there have been no calls for any help concerning information, etc., relating to the Orient.

Harold E. Briggs, Head Department History.

### HURON COLLEGE

Huron, S. Dak.

The response on the part of students and community is very gratifying, and a continuing demand for information and a sustained interest in the various aspects of Oriental matters are present. A. A. U. W., L. W. V., Foreign Policy associations, and numerous other smaller local groups, such as, Rotary, Church Mission groups, etc., call on us for help.

Daniel J. Gage, Department of History.

### COLLEGE OF INDUSTRIAL ARTS

Denton, Tex.

Considerable interest is manifested among students as to problems in the Orient. We have had lecturers of world-wide fame, but we have no courses dealing specifically with such problems. We have had a few requests from various federated women's clubs for material pertaining to the Chinese problem.

### KENT STATE NORMAL COLLEGE

Kent, Ohio

We are this evening bringing from a neighboring college faculty for a special lecture a man who spent several years

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in China as a teaching missionary. We are asking him to discuss some of the economic problems of China for the benefit of our summer school students.

J. O. Engleman, President.

### UNIVERSITY OF MINNESOTA Minneapolis, Minn.

Frequently there are calls from the League of Women Voters for discussions of current issues in the Orient. Other women's clubs show some interest. Men's clubs also make requests more often than one finds one's self able to respond to. The same is true of churches.

H. S. Quigley, Department of Political Science.

### THE NEW MEXICO STATE TEACHERS COLLEGE Silver City, N. Mex.

We have, from time to time, been called upon by several organizations to aid in helping in one way or another the situation in the Orient. We have coming to us this year a government-appointed student from Korea.

A. O. Bowden, President.

### OCCIDENTAL COLLEGE Los Angeles, Calif.

The visit of Timothy T. Lew for a solid week on our campus last December stimulated considerable interest in China. He not only addressed the student body at assembly, but lectured in the classes of Comparative Religion, Political Science, Sociology, and Economics. He was also invited as a dinner guest to several of the fraternities and sororities.

George M. Day, Department of Sociology.

### RADCLIFFE COLLEGE Cambridge, Mass.

I cannot recall that organizations other than those immediately connected with the College have called on us for help regarding the Orient. The Japan Society asks us for speakers

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sometimes, and the local branch of the American Association of University Women shows an interest in our Oriental students.

Ada Comstock, President.

### ROANOKE COLLEGE

Salem, Va.

Several years ago there were student groups studying problems of the East in the Y. M. C. A. Last year several speakers who know the East from first-hand contacts spoke here at the college and did a real service in straightening out some false notions.

J. F. Prufer, Department History and Government.

### STANFORD UNIVERSITY

Stanford University, Calif.

Members of this Department are frequently called upon: to take part in conferences dealing with the Far East; to address clubs and organizations; to assist in the preparation of reading lists and in the location of material to be used by clubs, students in other institutions, including the high schools, and even by the moving picture producers.

Payson J. Treat, Department of History.

### SYRACUSE UNIVERSITY

Syracuse, N. Y.

The University is called upon by many groups, service organizations, and schools for talks and assistance in the study of Pacific Area problems.

K. C. Leebrick, Department of Political Science.

### WHEATON COLLEGE

Wheaton, Ill.

Students from the Orient and children of missionaries maintain a group society for studying the problems in general pertaining to their countries. This society gives occasional public meetings and special programs at missionary services. Outside organizations, which both receive help and send speakers, are the missionary groups about town.

#### IV.

### Where Is There Probability of Expansion?

#### ALBION COLLEGE

Albion, Mich.

We give no courses on China or Japan, but hope to be able to add such a course within a few years as there are interest and demand for such a course. In a small college it is, however, not easy to add specialized courses.

Royal G. Hall, Department of History.

#### DE PAUW UNIVERSITY

Greencastle, Ind.

I feel that much more should be done in this direction, and as soon as our faculty return from their vacation, I propose to have a conference with our staff in the Departments of History, Economics, and Political Science touching this question.

William Blanchard, Dean.

#### COLLEGE OF IDAHO

Caldwell, Idaho

We expect to put in a more complete "Pacific Rim" course in the future. The attitude of our students toward China and the Orient is becoming more sympathetic each year—also toward Europe.

E. C. Preston,  
Head of History Department.

#### LAKE ERIE COLLEGE

Painesville, Ohio.

Your inquiry is a forcible reminder that we should attempt to offer a few more opportunities in this exceedingly interesting field. The following are courses in which China and Japan are touched upon: Europe Since 1789; International Relations; Ancient Art.

V. B. Small, President.

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### MACALESTER COLLEGE

St. Paul, Minn.

None at present. Probably offered next year—course being projected.

### MICHIGAN STATE COLLEGE

East Lansing, Mich.

At present we have no courses dealing with China and Japan other than the general courses on World History. We recognize the importance of so doing, however, and shall probably have a specific course in the very near future.

E. H. Ryder, Dean of Liberal Arts.

### MICHIGAN STATE NORMAL COLLEGE

Ypsilanti, Mich.

Of course I agree that the history of these two countries is of very great importance, and we shall arrange to offer courses in this field.

Charles McKenny.

### MILLS COLLEGE

Mills College P. O., Calif.

We have had no difficulty in finding instructors ready to teach the courses here outlined. The work is done by eight teachers. We hope that by another year we may add one or more approaches to the many-sided subject of the Pacific; perhaps through a course on "Trade with the Far East," and another on "Oriental Literature in English."

(Mrs.) Amelia Henry Reinhardt, President.

### MORNINGSIDE COLLEGE

Sioux City, Iowa

There are no courses given at the present time in Morningside College on China. We are planning a year from now to offer such a course under the direction of a man who has been in the field for many years and who has taken work from the leading universities in America. There is certainly a need for such a course to be offered, and we at Morningside are making provision for it one year hence.

Frank E. Massman, President.

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### THE UNIVERSITY OF NEBRASKA

Lincoln, Nebr.

I regret to say that at the present time nothing is being done. I feel the lack of that keenly, and since coming to the University of Nebraska three years ago, I have been in hopes that we might be able to add a man who would devote all his time to history and government of Oriental nations.

Herman G. James, Dean.

### UNIVERSITY OF NEW MEXICO

Albuquerque, New Mexico

I am very much interested in the history of these nations, however, and believe that just as soon as we can possibly do so we should include some courses in this field of history. In my courses in International Relations I give attention to Far Eastern affairs, but, of course, it is not very extended.

J. F. Zimmerman, President.

### OBERLIN COLLEGE

Oberlin, Ohio

Interest in China and Japan at Oberlin is very strong. We have several students from each of the two countries. There exists in Taiku, China, a school sometimes called Oberlin in China, which, while not officially affiliated with this college, is in fact regarded as closely related to it. There is a definite possibility of our enlarging our work in the direction of a development of courses regarding the Orient.

Ernest H. Wilkins, President.

### ROLLINS COLLEGE

Winter Park, Fla.

Dr. Jenks, the head of our History Department, informs me that he hopes to be able to offer courses on China and Japan in the future, providing there is a demand for them from the students.

Winslow S. Anderson, Dean of Men.



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### STATE NORMAL SCHOOL

Albion, Idaho

I am hoping next year to work in a course dealing with the Orient. Our course is but two years in length and we, with limited means, cannot offer all we should like.

C. E. Bocock, President.

### TEMPLE UNIVERSITY

Philadelphia, Pa.

No instruction is being offered specifically in the history of China and Japan. The head of the Department of History says they may give a course that will include such a study next year.

Laura H. Carnell, Associate President.

### THE WEST VIRGINIA COLLEGIATE INSTITUTE

Institute, W. Va.

Let me say that this institution offers no courses whatever which deal with China and Japan. It is a need which we shall have to remedy.

David A. Lane, Jr., Dean.

# Description of Courses Given by Institutions

## INTRODUCTORY NOTE

Courses numbered 100 are for undergraduates; those numbered 200 are for third and fourth year students; and those numbered 300 are for graduate students.

Credits are indicated in semester hours, one unit representing one hour of class attendance per week throughout one semester (or its equivalent in quarters or terms).

Asterisk (\*) indicates that a course is given for the first time in 1928-29.

Circle (°) indicates that a course is dropped in 1928-29.

The data assembled are, as far as possible, for the academic year 1927-28. If a course was taught in 1927-28 by one person and in 1928-29 by another, the data for the former year are used. When data furnished are for other years than 1927-28, dates are included. In many replies this information is given, and the catalogues have been gleaned further for such facts. There are likely to be errors in this matter of dates, however, as the information was not requested from every institution.

## CHINA AND JAPAN

### BOSTON UNIVERSITY

Boston, Mass.

100. **Central Asia and the Far East.** (Department of History. Assistant Professor Nowak, Ph.D.)

The political, social and cultural background of Central Asia and the Far East, including Japan, China, Siberia, India, and Indo-China.

Semester hours: 2

Enrolled: 56

100. **Central Asia and the Far East, continuation.**

Special attention is paid to the international politics of the Far East during the nineteenth century and to the agreements reached at the Washington Conference.

Semester hours: 2

Enrolled: 33

### BRIGHAM YOUNG UNIVERSITY

Provo, Utah

100. **Early Oriental History.** (Department of History. Assistant Professor Romney, M.A.)

Semester hours: 2

Enrolled: 20

Course omitted 1928-29

### BROWN UNIVERSITY

Providence, R. I.

200. **The Far East and the Pacific.** (Department of History. Instructor, Mr. Kirby, M.A.)

Primarily a study of the relations of China, Japan and the Pacific Islands with Europe and the United States since the beginning of the nineteenth century.

Semester hours: 3

Enrolled: 10

### BRYN MAWR COLLEGE

Bryn Mawr, Pa.

100. **Art in Asia.** (Department of History of Art. Associate Professor Ernst Diez, Ph.D.)

## IN OUR UNIVERSITY CURRICULA

A general introduction in the history of art in Asia since the period of Alexander the Great. The great cycles of art in Asia, the east-Christian, the Sassanian, the Mohammedan, the Indian, and the Far Eastern are studied. The main monuments of these different arts are discussed and the difference considered between the art of Islam and the Far Eastern Buddhistic art.

Semester hours: 4

Enrolled: 39

**200. Oriental Art.** (Department of History of Art. Associate Professor Ernst Diez, Ph.D.)

This course consists of a general historical background and the consideration of special problems, such as the influence of Buddhism upon art and the inter-relation of Chinese and Japanese painting. Emphasis also is placed on the æsthetic differences between the fine arts in the East and in the West.

Semester hours: 4

Enrolled: 7

Course given 1926-27 and again 1929-30

### UNIVERSITY OF BUFFALO

Buffalo, N. Y.

**100. Economic History of China and Japan.** (Department of Economics. Instructor, Raymond Chambers, Ph.D.)

A general survey of the economic development of the respective countries, with special emphasis upon the last 100 years. An honors course. No set credit. Students expected to give one-fourth to one-half their time.

Course given 1926-27

Enrolled: 1

### UNIVERSITY OF CALIFORNIA

Berkeley, Calif.

**200. Proseminar in Japanese Art.\*** (Department of Art. Associate Professor Nahl.)

Semester hours: 2

Enrolled: 4

**200. Trade of the Far East.\*** (Department of Economics. Professor Grady, Ph.D.)

Semester hours: 2

Enrolled: 87

## CHINA AND JAPAN

100. **Elementary Kuan-Hua.\*** (Department of Oriental Languages. Mr. Cheo.)

Introduction to Kuan-Hua, the language spoken, with slight variations, by the officials and about four-fifths of the population of China. For Oriental students beginning the study of Chinese.

Semester hours: 6

Enrolled: 46

100. **Elementary Kuan-Hua.\*** (Department of Oriental Languages. Mr. Cheo.)

Introduction to Kuan-Hua for Occidental beginners.

Semester hours: 6

100. **Second-year Kuan-Hua.** (Department of Oriental Languages. Mr. Cheo.)

Semester hours: 6

Enrolled: 10

100. **First-year Elementary Japanese.** (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

Introduction to the Japanese language, with the use of both the Katakana and Hiragana forms of letters.

Semester hours: 6

Enrolled: 30

100. **Second-year Elementary Japanese.** (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

Continuation of First-year Elementary Japanese, introducing the use of common Chinese characters with selections from Japanese newspapers and modern Japanese authors.

Semester hours: 6

Enrolled: 12

200. **Elementary Study of the Chinese Written Language, Ancient and Modern.** (Department of Oriental Languages. Mr. Boodberg, A.B.)

Semester hours: 6

Enrolled: 3

IN OUR UNIVERSITY CURRICULA

200. **Advanced Study of Kuan-Hua.** (Department of Oriental Languages. Mr. Cheo.)

Semester hours: 6

Enrolled: 13

200. **Elementary Study of the Classics and the Written Language of Japan.**<sup>o</sup> (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

Current literature; standard Japanese classics and poetical works.

Semester hours: 4

Enrolled: 2

200. **Advanced Study of Japanese Classics.**<sup>o</sup> (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

Interpretation of Hōjō-ki, Tsure-zuregusa, and Makura-no-sōshi.

Semester hours: 6

Enrolled: 4

200. **Advanced Study of the Japanese Spoken Language.**\* (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

Semester hours: 4

Enrolled: 1

200. **Chinese Classics in Chinese.** (Department of Oriental Languages. Associate Professor Pott, Ph.D.)

A translation of some selected classic with a discussion of its teaching.

Semester hours: 4

Enrolled: 2

200. **Chinese Literature in English.**\* (Department of Oriental Languages. Mr. Gale, M.A., Lecturer and Chairman of the Department.)

A study of selected passages from English translations of Chinese works in prose and poetry.

Semester hours: 2

Enrolled: 115

## CHINA AND JAPAN

200. **A Survey of Chinese Civilization.** (Department of Oriental Languages. Mr. Gale, M.A., Lecturer and Chairman of the Department.)

A survey of the racial, geographic, economic, domestic, social, religious, political, and cultural aspects of Chinese civilization; its contacts with other civilizations, East and West.

Semester hours: 6

Enrolled: 167

200. **History of Japanese Political Development and Civilization.** (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

(a) Geography, racial origin; prominent characters and events; international relations; commercial and industrial development; political and social evolution of Japanese civilization.

Semester hours: 3

Enrolled: 19

(b) Continuation of (a) from the year 1700 A.D.

Semester hours: 3

Enrolled: 38

200. **Japanese Religions and Ethics.** (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

The development of Shintoism, Confucianism, Buddhism, Christianity, and the modern ethical system in Japan and their effect on her civilization.

Semester hours: 2

Enrolled: 9

200. **Chinese Religion and Philosophy.**<sup>o</sup> (Department of Oriental Languages. Mr. Gale, M.A., Lecturer and Chairman of the Department.)

A study of Confucianism, Taoism, and Chinese Buddhism, and of the main philosophical conceptions in the history of Chinese thought.

Semester hours: 2

Enrolled: 156

## IN OUR UNIVERSITY CURRICULA

300. **Foreign Interests in China.** (Department of Oriental Languages. Mr. Gale, M.A., Lecturer and Chairman of the Department.)

Political and commercial interests of other nations and their citizens in China; their conflict and readjustment.

Semester hours: 4

Enrolled: 13

300. **Present Day Problems of Japan.**<sup>o</sup> (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

Semester hours: 4

300. **Critical Study of Japanese Classics.** (Department of Oriental Languages. Assistant Professor Kuno, M.S.)

Semester hours: 2

Enrolled: 11

300. **Research.** (Department of Oriental Languages.)

Original work in the translation of some Chinese or Japanese texts or preparation of a thesis based upon a study of Chinese or Japanese texts.

Semester hours: 6

Enrolled: 3

200. **Political Development of China.** (Department of Political Science. Assistant Professor Mah, Ph.D.)

The struggle for constitutional government; international position of the Chinese Republic as determined by diplomatic relations with the great powers.

Semester hours: 6

Enrolled: 13

200. **International Relations: The Far East.** (Department of Political Science. Assistant Professor Mah, Ph.D.)

Semester hours: 3

Enrolled: 24

300. **Seminar in International Relations: The Far East.** (Department of Political Science. Assistant Professor Mah, Ph.D.)

Semester hours: 4

Enrolled: 23



## CHINA AND JAPAN

### CARLETON COLLEGE

Northfield, Minn.

200. **The Ethical Systems of the Orient.** (Department of Biblical Literature, History of Religion, and Religious Education. Professor Albert Parker Fitch, M.A.)

A study of Taoism, Confucianism, and Buddhism, with especial reference to the lives of Lao-tze, Confucius, and Buddha.

Semester hours: 3

Enrolled: 52

Course omitted 1928-29

200. **The Far East.** (Department of History and Government. Assistant Professor Keith Clark, M.A.)

Following a sketch of Oriental history, a study is made of American interests and policies in the Far East in relation to the international problems of the Pacific.

Semester hours: 3

Enrolled: 14

Course omitted 1927-28

### UNIVERSITY OF CHICAGO

Chicago, Ill.

300. **History of Missions in the Orient from the Close of the Eighteenth Century.** (Department of Church History, the Divinity School. Professor Walker, Ph.D.)

Semester hours:  $3\frac{1}{2}$

Enrolled: 8

300. **Religions of the Far East.** (Department of Comparative Religions, the Divinity School. Associate Professor Haydon, Ph.D.)

Semester hours:  $3\frac{1}{2}$

Enrolled: 11

200. **The Far East in the Nineteenth and Twentieth Centuries.** (Department of History. Professor MacNair, Ph.D.)

A survey of the development of China and Japan and of their relations with the West.

Semester hours:  $3\frac{1}{2}$

Enrolled: 16

Course given irregularly

Summer, 1928

## IN OUR UNIVERSITY CURRICULA

300. **Foreign Rights and Interests in China.** (Department of History. Professor MacNair, Ph.D.)

A survey of the relations of China with foreign peoples during the nineteenth century, with special reference to the rise of foreign privileges and the present status of these interests.

Semester hours:  $3\frac{1}{3}$

Enrolled: 22

Course given irregularly

Summer, 1928

300. **Far Eastern International Relations to 1842.\*** (Department of History. Professor MacNair, Ph.D.)

Semester hours:  $3\frac{1}{3}$

300. **Far Eastern International Relations, 1842 to 1895.\*** (Department of History. Professor MacNair, Ph.D.)

Semester hours:  $3\frac{1}{3}$

300. **Far Eastern International Relations, 1895 to date.\*** (Department of History. Professor MacNair, Ph.D.)

Semester hours:  $3\frac{1}{3}$

200. **History of Japan to 800.\*** (Department of History. Professor MacNair, Ph.D.)

Semester hours:  $3\frac{1}{3}$

200. **History of Japan, 800 to 1600.\*** (Department of History. Professor MacNair, Ph.D.)

Semester hours:  $3\frac{1}{3}$

200. **History of Japan, 1600 to date.\*** (Department of History. Professor MacNair, Ph.D.)

Semester hours:  $3\frac{1}{3}$

### CLARK UNIVERSITY

Worcester, Mass.

200. **The Pacific and the Far East.** (Department of History. Professor Blakeslee, Ph.D.)

## CHINA AND JAPAN

The course deals especially with Japan, China, Russia in Asia, and the islands of the Pacific, stressing foreign affairs, government and politics, and economic, industrial and commercial conditions. A careful study is made of the relations, diplomatic and commercial, with the United States.

Semester hours: 6

Enrolled: 18

300. Research in the International Relations of the Pacific and the Far East. (Department of History. Professor Blakeslee, Ph.D.)

Enrolled: 3

### COLGATE UNIVERSITY

Hamilton, N. Y.

100. Central Asia and the Far East. (Department of History. Professor W. I. Lowe, Ph.D.)

A course dealing especially with China, Japan and India. Covers such points as the intrusion of the Western World into these regions, the impact of Occidental civilization on the Native Cultures, and such specific problems as administration in India, changing conditions in China and Japan, and their relations with the United States.

Semester hours: 3

Enrolled: 5

Course omitted 1928-29

### UNIVERSITY OF COLORADO

Boulder, Colo.

100. The Far Eastern Question. (Department of History. Instructor, C. C. Eckhardt, Ph.D.)

Semester hours: 2

Enrolled: 20-25

### COLUMBIA UNIVERSITY

New York, N. Y.

300. Elementary Kuo Yü (National language). (Department of Chinese. Lecturer, Mr. H. C. Fenn, A.B.)

This course is an introduction to Kuo Yü, the official spoken language of all of China and the actual spoken language of the larger part of the country. The pronunciation taught is

## IN OUR UNIVERSITY CURRICULA

the pronunciation of Peking, which is essentially the standard pronunciation recently adopted by the Chinese Board of Education.

Semester hours:6

Enrolled:6 and 4

300. **Second-year Kuo Yü.** (Department of Chinese. Lecturer, Mr. H. C. Fenn, A.B.)

Semester hours:6

Enrolled:1

300. **Elementary Wen Li** (Chinese Classical Language.) (Department of Chinese. Lecturer, Mr. H. C. Fenn, A.B.)

Semester hours:6

Enrolled:1

300. **Chinese Language. Advanced Wen Li.** (Department of Chinese. Visiting Professor Soothill, M.A.)

Semester hours:3

Enrolled:3

300. **Chinese Literature.** (Department of Chinese. Visiting Professor Soothill, M.A.)

Semester hours:2

Enrolled:12

Course omitted 1928-29

300. **History of Chinese Art.** (Department of Chinese. Visiting Lecturer, Mr. G. Rowley, M.F.A.)

An historical study of the development of Chinese art, from the bronzes of the primitive period through the great periods of sculpture, painting and ceramics. The relations with Indian and central Asiatic art will be shown. Emphasis will be placed on the background of Chinese thought and life during the periods of greatest artistic expansion.

Semester hours:3

Enrolled:18

300. **History of the Development of Ancient Chinese Civilization.** (Department of Chinese. Lecturer, Mr. L. C. Goodrich, M.A.)

## CHINA AND JAPAN

An historical study of Chinese culture from the earliest times to the end of the T'ang Dynasty (A.D. 907). Political history will be studied only in so far as it is needed as a framework and background for an understanding of the cultural history of the people. Special emphasis will be given to recent discoveries in Turkestan and to early connections between the civilization of China and that of the West.

Semester hours : 3

Enrolled : 7

**200. History of the Development of Modern Chinese Civilization.** (Department of Chinese. Lecturer, Mr. L. C. Goodrich, M.A.)

A continuation of preceding course carrying the history from the end of the T'ang Dynasty (A.D. 907) to the present, and ending with a cross-section view of the present-day Chinese life.

Semester hours : 3

Enrolled : 7

**300. Religion in Modern China.**<sup>o</sup> (Department of Chinese. Lecturer, Mr. L. Hodous, D.D.)

The religious heritage of China and its significance; the changes in Taoism and Confucianism; the awakening of Buddhism and the growth of eclectic movements.

Semester hours : 3

Enrolled : 11

**300. Development of Chinese Thought.** (Department of Chinese. Lecturer, Mr. L. Hodous, D.D.)

A study of the development of Chinese philosophy from the time of Confucius and Laotzu down to the present day.

Semester hours : 3

Enrolled : 9

**300. Advanced Study in Chinese Classics.** (Department of Chinese. Visiting Professor Duyvendak.)

Semester hours : 6

## IN OUR UNIVERSITY CURRICULA

100. **Elementary Japanese.** (Department of Japanese. Mr. B. Matsuki.)

Semester hours: 6

Enrolled: 3 and 4

100. **Japanese History and Culture.** (Department of Japanese. Mr. B. Matsuki.)

Semester hours: 4

Enrolled: 5

### CONNECTICUT COLLEGE

New London, Conn.

100. **Introduction to Modern Oriental History.\*** (Department of History and Political Science. Instructor, Mr. Foster, M.A.)

This course serves as an introduction to contemporary Oriental history, proceeding from the Anglo-French struggle in India to the present. It will lay special stress on the consequences of the Westernization of Japan, and the Chinese Revolution of 1911.

Semester hours: 3

Enrolled: 5

### CORNELL UNIVERSITY

Ithaca, N. Y.

200. **Oriental History.** (Department of History in the College of Arts and Sciences. Professor Schmidt, M.A.)

A general survey of the history of Asia.

Semester hours: 2

Enrolled: 77 and 104

Course given alternate years

### DARTMOUTH COLLEGE

Hanover, N. H.

200. **The History of China and Japan to 1894.** (Department of Far Eastern Civilizations. Professor David Lattimore, M.A.)

This course is introduced by lectures on the geography and ethnography of Eastern Asia.

Semester hours: 3

Enrolled: 13

## CHINA AND JAPAN

200. **The History of China and Japan from 1894 to the Present Time.** (Department of Far Eastern Civilizations. Professor David Lattimore, M.A.)

Semester hours : 3

Enrolled : 12

200. **The Social and Economic Transformation of China in Our Own Time.** (Department of Far Eastern Civilizations. Professor David Lattimore, M.A.)

The course begins with a brief outline of Chinese history, followed by a survey of Chinese institutions as they were before they began to be greatly affected by Occidental influences.

Semester hours : 3

Enrolled : 32

200. **The Institutions and Culture of the Far East with the History of Their Development.** (Department of Far Eastern Civilizations. Professor David Lattimore, M.A.)

Semester hours : 3

Enrolled : 6

200. **Chinese Literature.** (Department of Far Eastern Civilizations. Professor David Lattimore, M.A.)

The history of Chinese literature. Selections from the works of important authors.

Semester hours : 3

Enrolled : 7

### DENISON UNIVERSITY

Granville, Ohio

200. **The Far East.** (Department of History. Professor W. M. Gewehr, Ph.D.)

A general survey of the development of China, Japan, India and the Philippines with emphasis on China and Japan. The aim is to furnish an historical background for the interpretation of world problems centering in the Far East and to gain some appreciation of the distinctive culture which these lands

## IN OUR UNIVERSITY CURRICULA

offer. The chief emphasis is placed on the period beginning with the contact with the West.

Semester hours: 2

Enrolled: 12 and 19

Course omitted 1928-29

### UNIVERSITY OF DENVER

Denver, Colo.

200. **Peoples of Asia.** (Department of Anthropology. Professor Renaud.)

Semester hours: 2

200. **The Far East.** (Department of History. Associate Professor Scofield, M.A.)

A study of the history of China and Japan with a survey of the European and American commercial and diplomatic relations with the Orient.

Semester hours: 3

Enrolled: 28

Course given alternate years

### DE PAUW UNIVERSITY

Greencastle, Ind.

200. **The Orient: Its Mind and Its Ideals.** (Department of Philosophy. Professor Eckhardt, Ph.D.)

This course is an attempt at understanding the psychology and philosophy of the peoples of China, Japan and India. It is hoped, thereby, to bring the student into more sympathetic touch with the spirit and outlook of these peoples, as affecting especially the problem arising from the closer contacts of the Occident and the East.

Semester hours: 3

Enrolled: 35

### COLLEGE OF THE CITY OF DETROIT

Detroit, Mich.

100. **Chinese Civilization.** (Department of Chinese Civilization. Instructor, A. Brede, A.B.)

This course aims to present a comprehensive picture of Chinese civilization; it will include especially a consideration of the



## CHINA AND JAPAN

geography of China, the history—from legendary times to the present, with attention to Chinese and Western contacts of the last century—the nature of the language and literature, the arts and crafts, the philosophy and religion.

Semester hours: 2

**200. Economic Geography of the Far East.** (Department of Geography. Instructor.)

The geographic background of the economic and political development of the Indian and Pacific Ocean borders; lands, population, climate, distances, etc.; a study of the rise of Japan in the Far East, Siberia, China, and the East Indies; the nature of the undeveloped resources, and the possibilities of future trade and commerce with the United States.

Semester hours: 3

### DICKINSON COLLEGE

Carlisle, Pa.

**200. Nations of the South and East.** (Department of History. Professor Leon C. Prince, Litt. D.)

Study of the development of the principal Latin-American countries and Japan, especially in its bearing on the United States.

Semester hours: 3

Enrolled: 80

1928-29

### UNIVERSITY OF DUBUQUE

Dubuque, Iowa

**100. The Far East.** (Department of History and Economics. Professor Fox, M.A.)

This course deals with the historical development of China, European and American activity, the Boxer Rebellion, establishment of republic. Mediæval history of Japan, development of the past fifty years. The present relations of these countries and of the islands in the Pacific, interests of the United States, Great Britain and France.

Semester hours: 3

Enrolled: 12

## IN OUR UNIVERSITY CURRICULA

### EUREKA COLLEGE

Eureka, Ill.

100. **The Far East.** (Department of History. Professor B. F. Nordmann, Ph.D)

The course gives an introduction to the History of India, China, and Japan, and some of the principal factors in social activities there, but is planned primarily to study the contact of Western nations with Eastern Asia, as in the case of the Opium War, the opening of Japan, the acquisition of possessions by Western powers, the Boxer uprising, and the Manchurian question.

Semester hours : 2

Enrolled : 6

Course omitted 1927-28

1926-7

### FAIRMONT STATE NORMAL SCHOOL

Fairmont, W. Va.

200. **Contemporary History, the Far East.** (Department of History. Professor I. F. Boughter.)

The course deals with the history of the Orient, tracing the history of the Oriental peoples briefly to 1900, with a detailed development with special reference to the relations of European and American nations to the Orient from 1900 to the present.

Semester hours : 2

Enrolled : 80

Course given again 1929

Summer, 1927

### FRANKLIN COLLEGE

Franklin, Ind.

100. **The Far East.** (Department of History. Associate Professor Kaiser, M.A.)

This course is designed to acquaint the student with the historical development of those Oriental nations, commonly referred to as the Far East, together with a study of the diplomacy and problems resulting from their contacts with the Occidental powers.

Semester hours : 2

Enrolled : 4, but course temporarily withdrawn

## CHINA AND JAPAN

### FRIENDS UNIVERSITY

Wichita, Kans.

200. History of the Far East. (Department of Social Science. Professor Young, M.A.)

A brief survey of the history of China, Japan and India with their respective contributions to civilization, and the rôle they promise to play in the new world order.

Semester hours : 3

Enrolled : 12

### GENEVA COLLEGE

Beaver Falls, Pa.

100. History of the Far East and the Pacific. (Department of History. Professor Robert Park, M.A.)

A study of the economic, political, social and religious conditions of China, Japan, Oceania and the Pacific Coast countries. This course deals with the present great Pacific problem.

Semester hours : 3

Enrolled : 58

Course omitted 1927-28.

### GEORGE WASHINGTON UNIVERSITY

Washington, D. C.

200. Oriental Art. (Department of Art. Associate Professor G. R. Brigham, Ph.D.)

A careful study of art motives with attention to literary impulses and history of China, Japan, India and Persia. An investigation of monuments and temples remaining today, with examples of the graphic and plastic arts of those countries.

Semester hours : 6

Enrolled : 19

200. Far East. (Department of Political Science. Instructor, Mr. C. Walter Young, M.A.)

Semester hours : 3

Enrolled : 16

## IN OUR UNIVERSITY CURRICULA

### GEORGETOWN UNIVERSITY

Washington, D. C.

#### School of Foreign Service

200. Far East as an Export Field. (Professor Charles K. Moser, Chief of the Far Eastern Section of the United States Bureau of Foreign and Domestic Commerce and Associate Professor Emmet A. Chapman, M.F.S.)

This course will deal with the larger economic and political problems of the Far East, and particularly as they affect the foreign trade of the United States and other great trading countries. Special stress will be laid on these countries as a market for American goods. The countries treated are China, Japan, India, the Philippines, the East Indies, Siam, Indo-China, Malaysia, Burma, Ceylon, Australia, New Zealand and Siberia.

Semester hours : 4

Enrolled : 30

200. Chinese Language. (Department of Modern Languages. Professor C. K. Young, Ph.D.)

Course is designed to teach student to read, write and speak modern Chinese. "Pai Hua," or the vernacular Chinese, is taught. With this in view, the course emphasizes the readings in the first two books of the "Thousand Character Lessons." Only the rudiments of how to write the Chinese characters are taught. The class is conducted in Chinese by a native of China. Pronunciation is strictly Northern (Mandarin).

Semester hours : 16

Enrolled : 7

Course given irregularly

### GOUCHER COLLEGE

Baltimore, Md.

200. China and the Powers.\* (Department of Political Science. Assistant Professor Merritt, Ph.D.)

This course offers a survey of the relations of China with

## CHINA AND JAPAN

other powers giving particular attention to the principles involved therein.

Semester hours: 4

Enrolled: 5

### GUSTAVUS ADOLPHUS COLLEGE

St. Peter, Minn.

100. **History of the Far East.** (Department of History and Government. Professor Peterson, Ph.D.)

A study of India, China and Japan, emphasizing the modern period, social and religious conditions, and international relations.

Semester hours: 3

Enrolled: 50

### HAMILTON COLLEGE

Clinton, N. Y.

100. **The Near East and the Far East.** (Department of History. Assistant Professor Edgar Baldwin Graves, M.A.)

This includes "a study of the part played in European history by the Balkan Peninsula from ancient times to the present, and also a survey of the colonization and exploitation of Asia in modern times, the awakening of the Asiatic nations, and their relations with Europe and America."

Semester hours: 6

Enrolled: 7

### HANOVER COLLEGE

Hanover, Ind.

100. **Oriental History.** (Department of History. Professor E. J. James, Ph.D.)

A general survey of the rise and present status of the civilizations of China, India and Japan.

Semester hours: 3

Enrolled: 7

### HARVARD UNIVERSITY

Cambridge, Mass.

300. **Problems in Chinese and Japanese Art Through the Middle Period.** (Department of Fine Arts. Instructor, Mr. Warner, A.B.)

Semester hours: 3¾

Enrolled: 16

## IN OUR UNIVERSITY CURRICULA

300. **History of Chinese and Japanese Art.** (Department of Fine Arts. Lecturer, Mr. Warner, A.B.)

Semester hours:  $7\frac{1}{2}$

Enrolled: 2

200. **The Chief Periods in the History of Chinese Art.\*** (Department of Chinese. Professor Pelliot, Ph.D.)

Semester hours:  $3\frac{3}{4}$

100. **History of the Far East Since 1793.** (Department of History. Visiting Professor Hornbeck, Ph.D.)

Semester hours:  $3\frac{3}{4}$

Enrolled: 18

300. **Topics in the History of the Far East Since 1842.** (Department of History. Visiting Professor Blakeslee, Ph.D.)

Semester hours:  $7\frac{1}{2}$

Enrolled: 14

300. **Diplomatic Problems in the Far East Since 1842.** (Department of History. Professor Blakeslee, Ph.D., and Professor Hornbeck, Ph.D.)

Semester hours:  $3\frac{3}{4}$

Enrolled: 7

100. **Elementary Course in Chinese.** (Department of Ancient Languages. Instructor, Mr. Mei, S.B.)

Grammar; reading of simple texts; practice in the writing of Chinese characters.

Semester hours:  $7\frac{1}{2}$

Enrolled: 2

300. **Intermediate Course in Chinese.** (Department of Ancient Languages. Instructor, Mr. Mei, S.B.)

Semester hours:  $7\frac{1}{2}$

Enrolled: 2

300. **Advanced Course in Chinese.** (Department of Ancient Languages. Instructor, Mr. Mei, S.B.)

Semester hours:  $7\frac{1}{2}$

Enrolled: 1

## CHINA AND JAPAN

300. **Introduction to the Literature and Philosophy of China.**<sup>o</sup>  
(Department of Ancient Languages. Instructor, Mr. Mei, S.B.)

Lectures; reading and discussion of Chinese works in translations.

Semester hours: 7½

Enrolled: 1

300. **Survey of Chinese Thought.\*** (Department of Ancient Languages. Professor Lucius Porter, D.D.)

Semester hours: 7½

Enrolled: 2

300. **Introduction to the Kacyapaparivarta with Reference to the Chinese and Tibetan Translations and Commentaries.\*** (Department of Ancient Languages. Professor von Staël-Holstein, Ph.D.)

Semester hours: 3¾

300. **Mencius on Human Nature and Political Philosophy.\***  
(Department of Ancient Languages. Professor Lucius Porter, D.D.)

Semester hours: 3¾

300. **Introduction to the Tibetan Language.\*** (Department of Ancient Languages. Professor von Staël-Holstein, Ph.D.)

Semester hours: 3¾

300. **Special Studies.\*** (Department of Ancient Languages.)

300. **Buddhist Mythology.\*** (Department of Ancient Languages. Professor von Staël-Holstein, Ph.D.)

Semester hours: 3¾

## IN OUR UNIVERSITY CURRICULA

### HIRAM COLLEGE

Hiram, Ohio

100. **Contemporary Asia.** (Department of History. Professor Jessie M. Jerome, Ph.B.)

A survey of the political and social history of Asia. Japan since 1904; China since 1910; the European conquest of Asia.

Semester hours:3

Enrolled:20

100. **Social-economic Survey of the Orient.** (Department of Sociology. Professor Guy W. Sarvis, M.A.)

A comparative study of India, China, Japan and the Pacific Islands, with particular emphasis upon resources, population, government and outlook. Recommended for students who are interested in international trade, policies, or culture.

Semester hours:6

Enrolled:10 and 7

### HOOD COLLEGE

Frederick, Md.

200. **United States and the Orient.\*** (Department of History. Associate Professor Mary C. Ott, M.A.)

Emphasis is placed on the foreign policy of the United States in China and Japan from early nineteenth century to present day.

Semester hours:2

### HURON COLLEGE

Huron, S. Dak.

200. **Oriental History.** (Department of History. Professor Gage, M.A.)

The history of China and Japan, stressing the period since 1842.

Semester hours:2

Enrolled:10-20

### UNIVERSITY OF IDAHO

Moscow, Idaho

**Oriental Trade.** (Department of Business. Instructor, Mr. Gersting, M.A.)

An investigation of those special conditions that influence the Oriental trade of the United States. Habits and customs



## CHINA AND JAPAN

of Oriental people are examined as well as governmental regulations and requirements. Special consideration is given to those aspects of Oriental trade particularly affecting the Pacific Northwest.

Semester hours: 3

Enrolled: 8

Course omitted 1928-29

### ILLINOIS WESLEYAN UNIVERSITY

Bloomington, Ill.

China and Christian Missions. (Department of English  
Bible and Christian Missions. Professor Piersel, D.D.)

Semester hours: 2

Enrolled: 19

Japan and Christian Missions. (Department of English  
Bible and Christian Missions. Professor Piersel, D.D.)

Semester hours: 2

Enrolled: 21

These courses take account of the political, cultural, and religious history of the people. Present conditions, social, economic, and religious, are surveyed.

All this is basic for an understanding of Christian Missions, their present status and future outlook.

The above courses alternate.

### INDIANA UNIVERSITY

Bloomington, Ind.

Far East. (Department of Political Science.)

Course omitted for some time.

### UNIVERSITY OF IOWA

Iowa City, Iowa

100. Oriental Politics and Civilization. (Department of Political Science. Lecturer, Sudhindra Bose, Ph.D.)

A comprehensive survey of Oriental civilization with special

## IN OUR UNIVERSITY CURRICULA

reference to the political, social, economic and religious factors in the awakening of Japan, China and India, including a consideration of the political relations between the Orient and the United States.

Semester hours: 4

Enrolled: 89

**100. Oriental Political Ideas and Institutions.** (Department of Political Science. Lecturer, Sudhindra Bose, Ph.D.)

A course dealing with the political ideas and institutions of the peoples of the Orient.

Semester hours: 4

Enrolled: 46

### **JUDSON COLLEGE**

Marion, Ala.

**100. History of China and Japan.**<sup>o</sup> (Department of History. Professor John B. Clark, Ph.D.)

A survey of the history of China and Japan with emphasis on international relations.

Semester hours: 2

Enrolled: 10

1926-27

### **KANSAS STATE AGRICULTURAL COLLEGE** Manhattan, Kans.

**200. History of the Far East.** (Department of History and Government. Associate Professor, M.A.)

Considers lands and people of Asia; rise and development of cultures in India, China, Korea, Japan, Malaysia and Indo-China; rise and decline of Asiatic expansion; the various contacts of the West with the East, and the contributions which each has made to the other; present foreign and domestic problems of the Far East peoples.

Semester hours: 2

Enrolled: 17

## CHINA AND JAPAN

### UNIVERSITY OF KANSAS

Lawrence, Kans.

100. Modern Asia. (Department of History. Professor W. W. Davis, Ph.D.)

Distribution and condition of races in Asia. European political and commercial control of central Asia and India. Rise of Japan as a world power.

Semester hours: 3

Enrolled: 29

Course given 1928-29

Fall, 1925

### KENT STATE NORMAL COLLEGE

Kent, Ohio

Geography of Asia. (Department of Geography.)

A study of the Continent of Asia with special emphasis on the Geography of China, India and Japan.

Semester hours: 2

### MARQUETTE UNIVERSITY

Milwaukee, Wis.

200. Economic Resources of the Pacific Trade Area. (Department of Economics and Political Science. Associate Professor Hugh L. Riordan, M.A.)

An attempt to interpret the Far East as a trading field. The domestic and foreign situation of China; the position of Japan in the Pacific; trade possibilities in Soviet Siberia; American business in the Philippines; French colonial policy in Indo-China; the significance of the Straits Settlement and the Dutch East Indies. Trade rivalry and cooperation in the Orient—Great Britain, France, Russia, Japan, and the United States.

Semester hours: 2

Enrolled: 80

### MIAMI UNIVERSITY

Oxford, Ohio

100. Geography of Asia. (Department of Geography. Associate Professor C. L. White, Ph.D.)

A study of the relationship of the economic, social and po-

## IN OUR UNIVERSITY CURRICULA

litical development of the peoples of Asia to their physical environment. Particular attention is given to the ways in which the environmental factors influence the various human activities in Japan, China and India. Geographic conditions fostering American foreign trade with Asia. International problems, other than those of trade, which are related to geographic conditions.

Semester hours: 3

Enrolled: 24

Course omitted 1928-29

**100. The Far East in International Relations.** (Department of Government. Professor Howard White, Ph.D.)

The opening of China and Japan; their political development; the Sino-Japanese War and its significance; international rivalry in China; the relations of the United States with Japan, China and Korea; Chinese-Japanese relations; the World War and the Far East.

Semester hours: 3

Enrolled: 32

Course omitted 1928-29

### UNIVERSITY OF MICHIGAN

Ann Arbor, Mich.

**100. The General History of the Chinese People.** (Department of History. Lecturer, Mr. Gale, M.A.)

This course will treat the origins of the Chinese people, their expansion throughout present-day China and their relations with neighboring states, with some reference to the development of their political institutions, philosophy, art, literature, and religions.

Semester hours: 3

**200. History of the Relations of China with the Western World.** (Department of History. Lecturer, Mr. Gale, M.A.)

This course will trace the growth of political, commercial and

## CHINA AND JAPAN

cultural interests of other nations in China, with emphasis on contacts with the United States from their beginnings to recent times.

Semester hours: 2 or 3

Enrolled: 28

Continuation: 2 or 3

Enrolled: 18 (continuation)

**300. Seminar in Chinese History.** (Department of History. Lecturer, Mr. Gale, M.A.)

Topical studies of source material in European languages bearing on the history of China and its relations with other countries, with a critical review of Chinese historical sources.

Semester hours: 4

Enrolled: 4

Enrolled: 9 (continuation)

### **MILLS COLLEGE**

**Mills College P. O., Calif.**

**200. Oriental Art.** (Department of Art. Professor Anna Brinton, Ph.D.)

Historic introduction to the work of the great periods of sculpture, painting, and ceramics, with emphasis upon the background of Eastern thought and institutions.

Semester hours: 2

Enrolled: 16

Course omitted 1927-28

1928-29

**200. The Development of Chinese Civilization.\*** (Department of History and Government. Professor Johnson, Ph.D.)

A general survey of the civilization of China from antiquity to 1900. From the cultural standpoint, the main features of the art, literature, philosophy and religion of China will be studied. From the political standpoint, the important economic, political and social developments will receive consideration. Special attention will be given to important personalities.

Semester hours: 2

## IN OUR UNIVERSITY CURRICULA

200. **Modern China Since 1900.\*** (Department of History and Government. Professor Johnson, Ph.D.)

A study of modern conditions in China, in the light of China's cultural background. Special emphasis will be given to changing ideas and concrete developments in the economic, educational, political, religious and social realms.

Semester hours : 2

Enrolled : 22

200. **The Pacific Ocean in History.** (Department of History and Government. Professor Goodwin, Ph.D.)

A survey course which shows the growing importance of the Pacific in history, beginning with the period of exploration and continuing to 1914.

Semester hours : 2

Enrolled : 35

### UNIVERSITY OF MINNESOTA

Minneapolis, Minn.

200. **Contemporary China.** (Department of Political Science. Professor Quigley, Ph.D.)

A study of the political situation and the foreign relations of China in the recent and contemporary periods.

Semester hours :  $1\frac{1}{3}$

Enrolled : 23

Summer, 1928

200. **Far Eastern Diplomacy.** (Department of Political Science. Professor Quigley, Ph.D.)

The international relations of China from the earliest period; early contacts between Japan and China; the policy of exclusion gradually overcome by western powers; the opening of the Far East in the nineteenth century; the open-door policy; the contemporary situation.

Semester hours : 4

Enrolled : 32

Course alternates with Far Eastern Government and Politics.

## CHINA AND JAPAN

200. **Far Eastern Government and Politics.** (Department of Political Science. Professor Quigley, Ph.D.)

The constitutional development of Japan and China; government, parties, and political problems.

Semester hours: 4

Enrolled: 36

200. **Problems of the Pacific.\*** (Department of Political Science. Professor Quigley, Ph.D.)

A course which will deal intensively with selected problems.

Semester hours: 2

300. **Seminar in International Relations.** (Department of Political Science. Professor Quigley, Ph.D.)

Work may be on the Far East.

Semester hours: 6

Enrolled: 6

200. **Contemporary Japan.\*** (Department of Political Science. Professor Quigley, Ph.D.)

The political system and foreign relations of Japan in the recent and contemporary periods.

Semester hours: 1½

## UNIVERSITY OF MISSOURI

Columbia, Mo.

200. **The Far East.** (Department of History. Associate Professor Cochran, Ph.D.)

The historical background of the present political and economic problems of the Far East.

Semester hours: 3

Enrolled: 30

Course omitted 1927-28

## MONMOUTH COLLEGE

Monmouth, Ill.

100. **History of the Far East.** (Department of History. Professor Clark, Ph.D.)

Review of the early history of China, Japan, India, and the

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Philippines. Detailed study of their history in the nineteenth and twentieth centuries with special reference to international relations and the introduction of Western civilization.

Semester hours: 2

Enrolled: 15

Course omitted 1928-29

### MOUNT HOLYOKE COLLEGE

South Hadley, Mass.

200. Department of Economics and Sociology. (Professor Amy Hewes, Ph.D.)

Seminar on individual topics, e.g.: The Chinese Family.

Semester hours: 3

Given 1926-27

200. The Expansion of Europe in Asia, Africa and America. (Department of History and Political Science. Professor B. H. Putnam, Ph.D.)

Treats of Far Eastern relationships.

Semester hours: 3

Enrolled: 14

200. Department of History and Political Science. (Associate Professor Stifler, Ph.D.)

Honor work on individual topics, e.g.: The modern history of China and Japan.

Semester hours: 6

Enrolled: 1

Given 1926-27

### MOUNT UNION COLLEGE

Alliance, Ohio

100. China and Missions. (Department of Religious Education. Professor Isaac Taylor Headland, Ph.D.)

Giving life, philosophy, religion, etc., anterior to the introduction of Christian missions, and also, the beginning and growth of Christian missions, and resulting changes in China culminating in the new Republic.

Semester hours: 1



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### UNIVERSITY OF NEVADA

Reno, Nev.

100. **Far Eastern Governments.** (Department of History and Political Science. Associate Professor Leach, A.B.)

A detailed study of the governments of China and Japan.

Semester hours: 4

Enrolled: 14 and 25

Course omitted 1927-28

100. **History of the Far East.** (Department of History and Political Science. Assistant Professor Hicks, M.A.)

This course includes a consideration of the more significant phases of internal developments in China and Japan, with special emphasis on the international relations of these states one with the other and with European states.

Semester hours: 2

Enrolled: 23 and 24

Course omitted 1927-28

100. **The Far East.** (Department of History and Political Science. Associate Professor Leach, A.B.)

The history of China and Japan is dealt with, stress being laid upon the relations of the Western nations and the peoples of the two leading Oriental countries especially since the middle of the nineteenth century.

Semester hours: 4

Enrolled: 37 and 49

200. **International Relations with the Far East.** (Department of History and Political Science. Associate Professor Leach, A.B.)

The aim of this course is to introduce students to the elements of foreign policy especially with reference to the Far East. A survey of the history of International Relations with the Far East will be made and class discussions regarding the policies which have resulted in the clash of national interests will be held.

Semester hours: 4

Enrolled: 7 and 7

Course omitted 1927-28.

## IN OUR UNIVERSITY CURRICULA

### UNIVERSITY OF NEW HAMPSHIRE Durham, N. H.

00. **History of the Far East.** (Department of History. Assistant Professor Jones, M.A.)

This course attempts to round out the usual historic knowledge by taking up the history of Asia outside the range of Western history. Occidental affairs are studied in the light of recent times and the culture of the East is contrasted with the culture of the West.

Semester hours:  $1\frac{2}{3}$

Enrolled: 18

### THE NEW MEXICO STATE TEACHERS COLLEGE

Silver City, N. Mex.

00. **History of Japan.\*** (Department of History and Political Science. Professor Bower, Ph.D.)

The aim of this course will be to survey the political, social and economic development of the Japanese Empire from its foundation to the present time.

Semester hours: 4

Enrolled: about 15

00. **History of China.\*** (Department of History and Political Science. Professor Bower, Ph.D.)

The aim of this course will be to survey the political, social and economic development of the Chinese Empire from its foundation to the present time.

Semester hours: 4

Enrolled: about 15

### COLLEGE OF NEW ROCHELLE

New Rochelle, N. Y.

00. **The Far East.\***

Semester hours: 6

Enrolled: 50

### NEW YORK UNIVERSITY

New York, N. Y.

00. **The Governments of the Orient.** (Department of Government. Associate Professor Hodges, M.A.)

A survey of the governmental systems of the independent

## CHINA AND JAPAN

Eastern peoples, especially China, Japan, Siam, Persia and Turkey, together with a study of the conditions influencing the development of modern politics in the Orient.

Semester hours: 2

Enrolled: 35

### 100. Colonial Administration of the Orient. (Department of Government. Associate Professor Hodges, M.A.)

The purpose of the course is to study the development of the colonial empires of the Great Powers from the Near East to the Pacific. Particular attention is given to a comparison of the methods of modern national imperialism, the forms of colonial administration, the mandate system of the League of Nations, and the economic exploitations of the tropics.

Semester hours: 2

Enrolled: 45

## NORTH CENTRAL COLLEGE

Naperville, Ill.

### 100. Oriental Civilization.\* (Department of History. Instructor, C. J. Attig, Ph.D.)

This course traces the development of those Asiatic nations which are making themselves felt most in present-day world politics, with special emphasis on the relation of these nations with Western nations in modern times. The social fabric and the cultural life of the Orient will also be considered.

Semester hours: 3

Course to be given alternate years

## UNIVERSITY OF NORTH DAKOTA

Grand Forks, N. Dak.

### 200. Trade of the Orient. (Department of Economics and Political Science. Professor Bond, Ph.D.)-

A study of the resources and trade of Japan, China, Siberia, Indo-China, the Philippines, Straits Settlements, and Australia; the influence of the Panama Canal on the trade of the United States with the Orient.

Semester hours: 3

Enrolled: 0

## IN OUR UNIVERSITY CURRICULA

200. **Problems of the Far East.** (Department of History. Instructor, Mr. Nicholson, M.A.)

After a brief sketch of the history of Japan and China to about 1850, the history of the Far East and its relations to European states in the past seventy-five years will be studied. Recent history will be stressed.

Semester hours:2

Enrolled:7

### NORTHERN ILLINOIS STATE TEACHERS COLLEGE

DeKalb, Ill.

200. **The Pacific Ocean.** (Department of Social Science. Professor Page, A.B.)

This course offers a history of the Pacific Ocean and of the Pacific lands in so far as they are related to the ocean. The course begins with the remotest past and comes down to the problems of today with a conservative forecast of the future.

Semester hours:8

Enrolled:30

### OBERLIN COLLEGE

Oberlin, Ohio

100. **History and Civilization of the Far East.** (Department of History. Acting Associate Professor Malone, M.A.)

A general survey of the development of India, China, Japan, Siberia, the Philippines, and adjacent lands, with emphasis on China and Japan. The aim is to furnish an historical background for the interpretation of world problems centering in the Far East and to gain some appreciation of the distinctive cultures which these lands offer.

Semester hours:4

Enrolled:20

### OCCIDENTAL COLLEGE

Los Angeles, Calif.

200. **Oriental Economics and Finance.** (Department of Economics. Assistant Professor Coons, Ph.D.)

A study of the economic factors in the relations between the Orient and the Occident, including an historical survey of the

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growth of economic imperialism; also a study of the industrial development of Japan and China, and the financial and economic relations of these countries with foreign powers.

Semester hours:3

**200. The Pacific Ocean in History.** (Department of History. Associate Professor Hardy, Ph.D.)

A study of the Pacific Area, with especial emphasis upon the relations of the United States and the nations bordering upon the Pacific.

Semester hours:3

Enrolled:10

### OHIO STATE UNIVERSITY

Columbus, Ohio

**100. History of Japan.** (Department of History. Assistant Professor Paul H. Clyde, Ph.D.)

A survey of Japanese history from the earliest times to the present day with particular reference to the modern period of development and contact with the nations of the West.

Semester hours:2

**100. Government and Institutions of Modern Japan.** (Department of History. Assistant Professor Paul H. Clyde, Ph.D.)

A specialized study of the political, economic, social and religious life of the Japanese people since the opening of the country to Western intercourse.

Semester hours:2

**100. Problems of the Pacific.** (Department of History. Assistant Professor Paul H. Clyde, Ph.D.)

A specialized study of international problems affecting the so-called Great Powers in the Pacific region, such as immigration and inter-racial contacts, the development of economic imperialism, etc.

Semester hours:2

## IN OUR UNIVERSITY CURRICULA

### OHIO UNIVERSITY

Athens, Ohio

200. **Economic and Regional Geography of Asia and Its Islands.** (Department of Geography and Geology. Associate Professor Atwood, S.M.)

This course will develop in detail the geography of the natural resources, and the economic and industrial situation as present in the various regions of the continent. Special emphasis is placed on Japan, China, the Philippines, India, and the Near East.

Semester hours: 3

Enrolled: 16

### OHIO WESLEYAN UNIVERSITY

Delaware, Ohio

100. **The Religious and Intellectual Awakening of the Non-Christian World.** (Department of Missions. Associate Professor Suthers, M.A.)

A detailed study of the new political, social, religious and intellectual conditions confronting the Christian worker in Africa and the Orient. Specific problems arising out of racial contacts, the breaking of old restraints, secularistic tendencies, agrarian adjustments, demands for autonomy, etc., will be studied.

Semester hours: 2

Enrolled: 7

Course temporarily withdrawn

### OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

Stillwater, Okla.

300. **History of the Far Eastern Area.** (Department of History. Associate Professor Hooley, Ph.D.)

A history of the diplomatic relations of China and Japan with the Western world and with each other. The modern period is studied—sixteenth century to the present time.

Semester hours: 3

Enrolled: 6

## CHINA AND JAPAN

- 300. History of the Far Eastern Area, continuation.\*** (Department of History. Associate Professor Hooley, Ph.D.) Present-day problems that have a bearing upon European and American relations with the Far East and Pacific Islands Region are discussed in this course.  
Semester hours: 3 Enrolled: 6 to 10

### THE UNIVERSITY OF OKLAHOMA Norman, Okla.

- 100. A History of Asiatic Art.** (School of Fine Arts. Professor Jacobson, B.F.A.)

This course is a brief survey of the arts of China, Japan, India, Persia, and the Moslem world.

Semester hours: 2

### OREGON STATE COLLEGE Corvallis, Oregon

- 100 and 300. Pacific Ocean Area: China and Japan.** (Department of History. Assistant Professor Joseph Ellison, Ph.D.)

The activities of European peoples and of the United States in the Pacific Ocean and in the Far East, together with a consideration of the history, civilization and problems of China and Japan.

Semester hours: 2 (undergraduate) Enrolled: 124  
 $\frac{2}{3}$  (graduate)

### UNIVERSITY OF OREGON Eugene, Oregon

- 200. Geologic History of the Pacific Countries.** (Department of Geology. Professor Smith, Ph.D.)

A study of the broad problems of the Pacific region as a whole and of the countries bordering thereon, with special reference to the islands and the Far East.

Semester hours:  $1\frac{1}{2}$

Course omitted 1927-28

## IN OUR UNIVERSITY CURRICULA

200. **The Geography of the Pacific.** (Department of Geology.  
Professor Smith, Ph.D.)

An intensive study of the Pacific region, the physical geography and natural resources, with some attention given to social, economic and political questions as influenced by the physical background of the more important countries bordering on this ocean.

Semester hours:  $1\frac{1}{3}$

Enrolled: 22

200. **Asia and the Pacific.** (Department of History. Professor Barnes, A.B.)

A brief history of China and Japan, a study of their present conditions and of their relations with Europe and the United States.

Semester hours: 4

Enrolled: 47 and 38

### THE PENNSYLVANIA STATE COLLEGE      State College, Pa.

100. **Economic Geography.** (Department of Commerce.)

Emphasis on Asia and Latin America.

Semester hours: 3

Enrolled: 131

100. **The Far East and the Pacific.** (Department of History.)

The development of the native races and civilizations of the Far East and the Pacific Area. Activity and interests of European nations and the United States.

Semester hours: 3

Enrolled: 19

### UNIVERSITY OF PENNSYLVANIA      Philadelphia, Pa.

100. **Peoples of the Pacific.** (Department of Anthropology.

Instructor, Mr. Davidson, M.A.)

Semester hours: 2

Enrolled: 2



## CHINA AND JAPAN

100. **Peoples of the Pacific Races and Cultures of Oceania and the East Indies.**<sup>o</sup> (Department of Anthropology. Instructor, Mr. Davidson, M.A.)

Peoples of Melanesia, Polynesia and Indonesia; distribution of types, of culture, race, language and history of various groups of the area.

Semester hours: 2

Enrolled: 20

100. **Trading with the Far East.** (Department of Business Administration. Assistant Professor Kramer, Ph.D.)

Semester hours: 2

Enrolled: 31

100. **Japanese Architecture.** (Department of Fine Arts. Professor Laird, Sc.D.)

Semester hours: 2

Enrolled: 61

300. **Japanese Architecture.** (Department of Fine Arts. Professor Laird, Sc.D.)

A post-graduate course for Japanese students which includes studies which coordinate with their work when they return to Japan.

Enrolled: 12

100. **Economic and Political Geography of Asia.** (Department of Geography. Assistant Professor H. F. James, Ph.D.)

Semester hours: 2

Enrolled: 24

300. **Economic Geography of the Far East.** (Department of Economic Geography. Assistant Professor Williams, M.A.)

A study of the geography, peoples and economic development of the Far East.

Semester hours: 2

Course omitted since 1925-26

## IN OUR UNIVERSITY CURRICULA

300. **Civilization and Religions of China.** (Department of History of Religions. Lecturer, R. H. Shryock, Ph.D.)

In this course the development of the Chinese civilization is traced and a study is made of the three religions of China.

Semester hours: 2

Enrolled: 13

300. **Chinese Civilization and Culture.** Lecturer, R. H. Shryock, Ph.D.)

The Pre-history and History of China, and an investigation of such subjects as the social and industrial organization, the development of science and art, and the communications with other countries.

Semester hours: 2

Enrolled: 6

300. **Chinese Religion and Philosophy.\*** (Lecturer, R. H. Shryock, Ph.D.)

The ancient religion of the Chinese, the State Religion, the Cult of the Ancestors, Taoism, Buddhism, and popular cults. The development of Chinese thought from the Book of Changes to Wang Yang-ming.

Semester hours: 2

### UNIVERSITY OF PITTSBURGH

Pittsburgh, Pa.

100. **History of Oriental Art.** (Department of Fine Arts. Professor F. M. Clapp, Ph.D.)

Semester hours: 3

Enrolled: 3

Course omitted 1928-29

200. **History of the Far East and the Pacific.** (Department of History. Professor Cleven, Ph.D.)

A study of the economic, political and social conditions of China, Japan, Oceania and the Pacific Coast countries since 1800.

Semester hours: 2

Enrolled: 13

## CHINA AND JAPAN

### POMONA COLLEGE

Claremont, Calif.

200. **Economic Problems of the Orient.** (Department of Economics. Professor Duncan, Ph.D.)

A study of the economic, social and political problems of the Far East with special reference to current conditions in China.

Semester hours: 3

Enrolled: 16

### RADCLIFFE COLLEGE

Cambridge, Mass.

300. **Chinese and Japanese Art Through the Mediæval Period.** (Department of Fine Arts. Instructor, Mr. Warner, A.B.)

Semester hours: (To be arranged by instructor) Enrolled: 5

300. **History of Chinese and Japanese Art.** (Department of Fine Arts. Instructor, Mr. Warner, A.B.)

Semester hours: (To be arranged by instructor) Enrolled: 1

100. **History of the Far East Since 1793.** (Department of History. Lecturer, Stanley K. Hornbeck, Ph.D.)

Intended for students who wish to obtain a general knowledge of events and conditions in the Far East from the end of the eighteenth century.

Semester hours:  $3\frac{3}{4}$

Enrolled: 4

Course omitted 1928-29.

300. **Intermediate Course in the Chinese Language.** (Department of Chinese Language. Instructor, Mr. Kuang-Ti Mei, S.B.)

Grammar; reading of simple texts; practice in writing Chinese characters.

Semester hours:  $7\frac{1}{2}$

Enrolled: 0

## IN OUR UNIVERSITY CURRICULA

300. **Advanced Course in the Chinese Language.** (Department of Chinese Language. Instructor, Mr. Kuang-Ti Mei, S.B.)

Reading of literary and philosophical texts; composition.

Semester hours: 7½

Enrolled: 0

300. **Introduction to the Literature and Philosophy of China.** (Department of Chinese Language. Instructor, Mr. Kuang-Ti Mei, S.B.)

Lectures; reading and discussion of Chinese works in translations.

Semester hours: 7½

Enrolled: 0

### UNIVERSITY OF REDLANDS

Redlands, Calif.

200. **History of the Pacific Area.** (Department of History. Professor Collins, M.A.)

A study of the activities of European peoples and of the United States in the Pacific Ocean and adjacent regions; the Far Eastern problems and conditions and the results of the Washington Limitation of Armaments Conference as affecting the Pacific Area.

Semester hours: 2

Course omitted 1927-28

### REED COLLEGE

Portland, Oregon

200. **Asiatic History.\*** (Department of History. Instructor, Meribith Cameron, Ph.D.)

History of China, Japan and India with special reference upon modern history and relations with the Occident.

Semester hours: 4

Enrolled: 9

### UNIVERSITY OF ROCHESTER

Rochester, N. Y.

100. **The Far Eastern Question.** (Department of History. Assistant Professor Arthur J. May, Ph.D.)

A brief study of the development of China and Japan, the

## CHINA AND JAPAN

expansion of European influence in the Far East, and status of American relations with Orient.

Semester hours : 3

Enrolled : 16

Course offered alternate years

1927-28

### RUTGERS UNIVERSITY

New Brunswick, N. J.

200. Survey of the History and Culture of the Orient.\* (Department of History. Professor Whitelaw, M.A.)

First term—Growth of Indian Civilization.

Second term—The Pacific Orient.

Chinese culture in the light of its history; alien contacts and their significance. Japan's cultural background; her industrial imperialism and her position in the Pacific.

Semester hours : 6

### COLLEGE OF SAINT TERESA

Winona, Minn.

History of the East in the Nineteenth and Twentieth Centuries.\* (Department of History. Associate Professor Waskovitz, Ph.D.)

India, China, Japan and the states of the Balkan Peninsula studied with reference to the commercial and diplomatic problems of Europe.

Semester hours : 3

### SHORTER COLLEGE

Rome, Ga.

100. The Far East. (Department of History. Professor Kellogg, M.A.)

A study of the history, civilization and decline of China, the modernization of Japan, the aggressions of Europe and Japan at the expense of China, United States and the Open Door Policy and the treatment of the Far Eastern Question at the Limitation of Armaments Conference.

Semester hours : 5

Enrolled : 27

## IN OUR UNIVERSITY CURRICULA

### UNIVERSITY OF SOUTH DAKOTA Vermillion, S. Dak.

200. **Entrance of the Foreign Nations into China.** (Department of History and Political Science Seminar.)

Semester hours: 4

### UNIVERSITY OF SOUTHERN CALIFORNIA Los Angeles, Calif.

300. **Seminar.** (Department of Economics. Professor Hunt, Ph.D.)

Topics on China and Japan are frequently chosen.

Semester hours: 4

Enrolled: 29

200. **History of the Pacific Ocean Area.** (Department of History. Instructor, W. H. Ellison, Ph.D.)

A survey of the activities of European peoples and the United States in the Pacific Ocean and adjacent regions. The study gives historical consideration to the struggle of the nations for political and economic leadership and control of the Pacific area from the time of European entrance into the Pacific down to the present day. An effort is made to understand the present situation and problems in this region of the world.

Semester hours: 2

Enrolled: 24

200. **Present-Day Oriental Expansion of Christianity.** (Department of Religion. Dean Fisher, D.D.)

A study of contemporary political and social conditions, methods, problems, results and prospects of the modern Christian movement in these lands.

Semester hours: 2

Enrolled: 16

200. **Resources of the Pacific Area.** (Department of Trade and Transportation in the College of Commerce. Assistant Professor Nordskog, M.A.)

A course which will cover, in some detail, the Pacific Area, specifically Australasia, the East Indies, Malaysia, China, Ja-

## CHINA AND JAPAN

pan, Eastern Siberia and the Philippine Islands. The study will be largely economic.

Semester hours:2

Enrolled:31

### SOUTHERN METHODIST UNIVERSITY

Dallas, Tex.

Seminar on a Selected Field. (Department of Missions. Professor Wasson, L.L.D.)

An intensive study of one of the following fields: China, Korea, Japan, Latin America, Africa, Central Europe.

Semester hours:3½

Enrolled:10

### STANFORD UNIVERSITY

Stanford University, Calif.

100. The Far East. (Department of History. Professor Treat, Ph.D.)

A study of the relations between Western nations and the peoples of Eastern Asia. Emphasis is placed upon international relations, especially since the middle of the nineteenth century, rather than upon the domestic history of the Eastern nations.

Semester hours:3½

Enrolled:139 1926-7

100. History of Japan. (Department of History. Associate Professor Ichihashi, Ph.D.)

A general survey of the political, social and economic development from the foundation of the empire to the present time.

Semester hours:3½

Enrolled:98

200. The United States in the Orient. (Department of History. Acting Assistant Professor Clyde, Ph.D.)

A specialized treatment of the foreign policy of the United States in Eastern Asia from 1844 to the present day.

Semester hours:2

Enrolled:20

## IN OUR UNIVERSITY CURRICULA

200. **Japanese Foreign Relations Since 1894.** (Department of History. Associate Professor Ichihashi, Ph.D.)

A critical examination of Japanese foreign relations beginning with the Chinese-Japanese War in 1894-95. Special attention will be given to her imperialism and to her position in world politics.

Semester hours:  $2\frac{2}{3}$

Enrolled: 22 1926-7

200. **History of Japanese Civilization.** (Department of History. Associate Professor Ichihashi, Ph.D.)

A survey of and an attempt to interpret the history of Japanese civilization. Special attention will be given to the religion, philosophy, literature and arts, fine and industrial.

Semester hours:  $2\frac{2}{3}$

Enrolled: 50

200. **Government of Japan.** (Department of History. Associate Professor Ichihashi, Ph.D.)

A study, with materials in Western languages, of the present governmental system of Japan in order to understand the underlying factors in the struggle between bureaucracy and democracy.

Semester hours: 2

Enrolled: 38

200. **History of China.** (Department of History. Instructor, O. S. Johnson, Ph.D.)

A general survey of the political, social and economic development of China, from the earliest times until the year of 1900 A.D.

Semester hours: 2

Enrolled: 25

200. **Modern China.** (Department of History. Instructor O. S. Johnson, Ph.D.)

A study of modern conditions in China with special emphasis



## CHINA AND JAPAN

upon the changing ideas in the social, economic, political, religious and educational realms.

Semester hours:2

Enrolled:36

**200. History of Chinese Civilization.** (Department of History. Instructor, O. S. Johnson, Ph.D.)

A general survey of the literature, philosophy, religion and art of China.

Semester hours:2

Enrolled:16

**200. Selected Topics in Far Eastern History.** (Department of History. Professor Treat, Ph.D.)

Designed to introduce the student to materials in Western languages useful in the study of the modern history of the Far East. (A course preparatory to the senior seminar in the Far East.)

Semester hours:2

Enrolled:12

**200. Selected Topics in Japanese History.** (Department of History. Associate Professor Ichihashi, Ph.D.)

An introduction to materials in Western languages useful in the study of Japanese history. (A course preparatory to the senior seminar in Japanese history.)

Semester hours:2

Enrolled:12

**300. Seminar in the History of the Far East.** (Department of History. Professor Treat, Ph.D.)

Semester hours:4

Enrolled:8

**200. Tropical Colonization in the Far East.** (Department of History. Professor Treat, Ph.D.)

A study of the present methods of the English, Dutch, French and American governments in their tropical dependencies in the Far East.

Semester hours:2

Enrolled:10 1925-6

## IN OUR UNIVERSITY CURRICULA

100. **Chinese. Elementary Kuan-Hua.** (Department of Language. Instructor, O. S. Johnson, Ph.D.)

Semester hours:6

Enrolled:7

200. **Colonial Administration.** (Department of Political Science. Associate Professor Stuart, Ph.D.)

Colonial expansion and its causes; modern imperialistic expansion of European states; the British self-governing dominions and the crown colonies; French, German, Dutch, and American systems of colonial administration; spheres of influence; mandate system.

Semester hours:2

Enrolled:15

### STATE COLLEGE OF WASHINGTON

Pullman, Wash.

100. **The Far East.** (Department of History and Political Science. Assistant Professor H. J. Deutsch, Ph.D.)

Leading nations of the Far East with especial emphasis upon their commercial, diplomatic and educational relations to the United States.

Semester hours:3

Enrolled:7

### STATE NORMAL AND INDUSTRIAL SCHOOL

Ellendale, N. Dak.

200. **Pacific Relations.** (Department of History. Assistant Professor Emmett McKenna, A.B.)

The relations of the United States to the Oriental nations, with particular attention to movements in China and Japan. An historical survey of the Asiatic nations that border on the Pacific, with special attention to their relation to the United States and the development of international relations of these nations.

Semester hours:2 $\frac{3}{4}$

Enrolled:13

## CHINA AND JAPAN

### STATE NORMAL SCHOOL AND TEACHERS COLLEGE

Peru, Nebr.

200. **Far Eastern History.\*** (Department of History and Other Social Sciences. Assistant Professor T. E. Ennis, M.A.)

A survey of origins and developments in Far Eastern History, with special emphasis upon the periods of the nineteenth and twentieth centuries.

Semester hours: 4

### STATE TEACHERS COLLEGE

Minot, N. Dak.

100. **Asia.** (Department of Geography.)

A regional study of this continent with special emphasis on some of the recent changes and happenings.

### STATE TEACHERS COLLEGE

Farmville, Va.

200. **Oriental History.** (Department of History. Professor Walmsley, Ph.D.)

A study of the conflicting interests of the Far East as affected by world politics.

Semester hours: 2

Enrolled: 88

### SYRACUSE UNIVERSITY

Syracuse, N. Y.

200. **Geography of Asia.** (Department of Geology. Instructor, Mr. C. L. Foster, M.A.)

A general survey of the physical features and the natural resources of Asia. Attention is given to the economic situation resulting from these geographic features.

Semester hours: 3

Enrolled: 10

100. **Chinese History.** (Department of History. Instructor, Mr. Wang, M.A.)

A general study of Chinese history, ancient, mediæval, modern

## IN OUR UNIVERSITY CURRICULA

and recent. Particular attention is paid to the contrast of Oriental and Occidental civilization, China's foreign relations, and the current problems.

Semester hours: 3

Enrolled: 32

300. **Problems in International Relations.\*** (Department of Political Science. Professor K. C. Leebrick, Ph.D.)

A study of international relations in the Pacific area with special attention to the situation in the Far East.

Semester hours: 2

Enrolled: 9

### TEXAS CHRISTIAN UNIVERSITY

Fort Worth, Tex.

200. **History of the Far East.** (Department of History. Professor Charles H. Roberts, M.A.)

#### a. History of China and Japan.

Beginning and development of a great center of civilization; Chinese culture; spheres of influence; plans to dismember China; relations with Japan; from empire to republic; Washington Conference; present problems: origin, growth and characteristics of old Japan; contact with the West; transformation; a world power; Japan's part in the Great War and in the Washington Conference; present situation.

#### b. History of India and Influence of the Far East in World Affairs.

Semester hours: 6

### TRINITY COLLEGE

Hartford, Conn.

200. **A Study of the Struggle for Control of the Islands of the Pacific and the Far East.** (Department of History. President Ogilby, Litt.D.)

The course is given from the point of view of the Western nations, who for the last hundred years have been struggling for power in the Far East. A brief summary of the history

## CHINA AND JAPAN

of Japan and of China is an important part of the course to give the necessary background. The amount of material available is so large that each student devotes himself to some particular phase of the subject, or the interests of some particular nation.

Semester hours : 3

Enrolled : 12

Course given irregularly.

### UNION COLLEGE

College View, Nebr.

100. **Mission Courses.** (Professor Plenier, A.B.)

These courses consist of a study of social customs, political and religious conditions in various lands in which Christian Missions are operating. Careful attention is given to China and Japan, as well as other Asiatic lands.

Semester hours : 4

Enrolled : 6

### URSINUS COLLEGE

Collegeville, Pa.

100. **Latin America, the Pacific, and the Orient.** (Department of History. Professor E. B. White, Ph.D.)

The history of political, social and economic conditions in these districts with especial reference to their relations with the United States.

Semester hours : 3

Enrolled : 20

Course given alternate years.

1928-29

### UNIVERSITY OF UTAH

Salt Lake City, Utah

100. **Asiatic Nations.** (Department of History and Political Science. Professor E. D. Thomas, Ph.D.)

The political development of the leading Asiatic nations—Japan, China, and others.

Semester hours : 2

Enrolled : 98

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### VASSAR COLLEGE

Poughkeepsie, N. Y.

100. **The Far East.** (Department of History. Professor Textor, Ph.D.)

The Orient in the nineteenth and twentieth centuries, with emphasis upon modern India, the growth of Japan into a world power, the awakening of China and the commercial interests of the West in the East.

Semester hours:3

Enrolled:50

### UNIVERSITY OF VERMONT

Burlington, Vt.

100. **Far Eastern Politics.** (Department of Political Science. Professor Carroll, A.B.)

A study of the races, civilization, and political development of the Far East and the Pacific Area. Attention will be given to the activity and interests of European nations and the United States in this region, including the settlements entered into at the Washington Limitation of Armaments Conference and those now under consideration.

Semester hours:3

Enrolled:4

### WABASH COLLEGE

Crawfordsville, Ind.

100. **Development of Chinese Thought and Culture.\*** (Department of Philosophy. Professor Lyman V. Cady, S.T.M.)

A survey study of the ideas and work of the important figures in the stream of Chinese thought, together with distinctive social structures, art and literature which have combined to give China her independent culture.

Semester hours:6

### WASHINGTON STATE NORMAL SCHOOL Bellingham, Wash.

200. **Oriental History.** (Department of History. Professor P. Williams, M.A.)

A study of the main currents of the history of Asia as a back-

## CHINA AND JAPAN

ground of understanding of the present domestic problems of those countries and the growing relations with the United States. The changes that are taking place in China receive attention.

Semester hours:  $3\frac{1}{3}$

Enrolled: 25

### UNIVERSITY OF WASHINGTON

Seattle, Wash.

200. **Trade of Far and Near East.** (Department of Economics. Professor Skinner, Ph.D.)

Resources and trade of China, Japan, Siberia, the Philippines, French Indo-China, Siam, India, the Malay Peninsula, the Dutch East Indies, Australia, Western Asia, and the Balkan States.

Semester hours:  $3\frac{1}{3}$

Enrolled: 57

200. **Political and Economic Geography of Asia.** (Department of Geography. Associate Professor Renner, Ph.D.)

A study of the various countries of Asia and their division into geographic regions. A review of the factors of historical and social geography which have occasioned the present political and economic status of Asia.

Semester hours:  $3\frac{1}{3}$

Enrolled: 9

300. **Research in Geographic Problems of Asia.** (Department of Geography. Associate Professor Renner, Ph.D.)

100. **Introduction to History of Asia.** (Department of History. Professor Gowen, D.D.)

Résumé of the main currents of human movement in the history of the continent of Asia.

Semester hours:  $3\frac{1}{3}$

Enrolled: 214

## IN OUR UNIVERSITY CURRICULA

100. **History of China.** (Department of History. Professor Gowen and Associate Professor MacNair, Ph.D.)

Evolution of the Chinese people; cultural and institutional factors; and contemporary China with reference to these. In this course and in the History of Japan attention is paid to the history of Chosen (Korea).

Semester hours: 6 $\frac{2}{3}$

Enrolled: 14

100. **History of Japan.** (Department of History. Assistant Professor Griffin, A.B.)

Evolution of the Japanese people; cultural and institutional factors; and contemporary Japan with reference to these. In this course and in the History of China attention is paid to the history of Chosen (Korea).

Semester hours: 6 $\frac{2}{3}$

Enrolled: 17

100. **Japanese Language, First-year Course.** (Department of Oriental Studies. Assistant Professor Griffin, A.B., and Mr. Henry S. Tatsumi.)

Elements of spoken and written language; grammar, **kana** and characters.

Semester hours: 10

Enrolled: 5

100. **Japanese Language, Second-year Course.** (Department of Oriental Studies. Assistant Professor Griffin, A.B., and Mr. Henry S. Tatsumi.)

Semester hours: 6

Enrolled: 3

100. **Civilizations of Eastern Asia and the Pacific.** (Department of Oriental Studies. Assistant Professor Griffin, A.B.)

Travel descriptions; customs; relevant geography and history; attitudes, cultures and institutions considered in relation both



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to existing situations and policies and to the earlier development of different elements in the intellectual and social life of China, Japan, etc.

Semester hours:  $6\frac{2}{3}$

Enrolled: 28

100. **Chinese Language, First-year Course.** (Department of Oriental Studies, Extension Service Course. Mr. H. P. Chang, A.B.)

Introduction to the elements of Mandarin and the ideographs.  
Semester hours: 10.

100. **Chinese Language, Second-year Course.** (Department of Oriental Studies, Extension Service Course. Mr. H. P. Chang, A.B.)

Semester hours: 10

100. **Literature of China.** (Department of Oriental Studies. Assistant Professor Griffin, A.B.)

Literary, historical, and philosophical works studied chiefly from a social viewpoint.

Semester hours:  $3\frac{1}{3}$

Enrolled: 40

Course omitted 1928-29.

100. **Literature of Japan.** (Department of Oriental Studies. Assistant Professor Griffin, A.B.)

Literary, historical, and philosophical works studied chiefly from a social viewpoint.

Semester hours:  $3\frac{1}{3}$

Enrolled: 8

200. **History of Religion.** (Department of Oriental Studies. Professor Gowen, D.D.)

Primitive conceptions of religion, naturism and spiritism; the religions of the Far East.

Semester hours: 4

Enrolled: 40

## IN OUR UNIVERSITY CURRICULA

**200. Problems of Eastern Asia and the Pacific.** (Department of Oriental Studies. Assistant Professor Griffin, A.B.)

An introductory case and problem approach to important questions, situations, and forces, of different types, considered as they actually are and in relation to the relevant historical background. Frequent reference to geographical setting, historical background, and intellectual, social and economic features.

Semester hours : 3½

Enrolled : 14

**200. Diplomatic History of Eastern Asia.** (Department of Oriental Studies.)

History of early dealings of Oriental peoples and states with one another; ideas and policies; the course of Western diplomacy in Eastern Asia and the Pacific; and newer tendencies.

Semester hours : 6

Course omitted 1928-29.

**200. Reading Course.** (Department of Oriental Studies. Assistant Professor Griffin, A.B.)

Reading on single selected topics. Makes possible additional reading based on previous or current work in other Oriental courses, or study of matters not formally offered in courses.

Semester hours : 1½

Enrolled : 17

**300. Seminar in Oriental Diplomacy.** (Department of Oriental Studies. Professor MacNair, Ph.D.)

Selected topics in the history of the dealings of Oriental peoples or states with one another or with Western states.

Semester hours : 6

Course omitted 1928-29.

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300. **Thesis.** (Department of Oriental Studies. Staff.)  
Directed investigation and writing in connection with work for advanced degrees.

200. **International Relations of the Far East.** (Department of Political Science. Professor Hail, Ph.D.)

The foreign relations of China, Japan, etc. Rise of Japan as a world power. Foreign rights and interests in China. Recent international conferences on Pacific and Far Eastern questions.

Semester hours:  $3\frac{1}{2}$

Enrolled: 17

Course omitted 1928-29.

200. **Governments and Politics of the Far East.** (Department of Political Science. Associate Professor MacNair, Ph.D.)

Government and politics of Japan, China, Siam, and of semi-sovereign, federated, and dependent political entities of the Far East.

Semester hours:  $3\frac{1}{2}$

Enrolled: 12

200. **The Government of Dependencies.** (Department of Political Science. Assistant Professor Mander, M.A.)

Largely concerned with the Orient and the Pacific.

Semester hours:  $3\frac{1}{2}$

200. **Government and Politics of the British Empire.** (Department of Political Science. Assistant Professor Mander, M.A.)

Emphasizes Eastern Asia and the Pacific.

Semester hours:  $3\frac{1}{2}$

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200. **Oriental Political Theory.\*** (Department of Political Science. Professor Hail, Ph.D.)

Semester hours:  $3\frac{1}{3}$

200. **Race Contacts.** (Department of Sociology. Professor McKenzie, Ph.D.)

A course dealing with population problems of the Pacific.

Semester hours:  $3\frac{1}{3}$

Enrolled: 35

200. **Cultural Contact, Cultural Conflict, Cultural Accommodation.** (Department of Sociology. Associate Professor Price, Ph.D.)

These bear mainly on Asia and Oceania and constitute a factual and critical inquiry into the developing cultural problems of the frontier in the Orient. Relations between East and West and consequent readjustments.

Semester hours: 6

Enrolled: 16

### WELLESLEY COLLEGE

Wellesley, Mass.

100. **International Politics: The Far East.** (Department of History. Associate Professor Miller, Ph.D.)

A study of the Orient in the nineteenth and twentieth centuries, with special reference to the political and commercial interests of Europe and America.

Semester hours: 3

Enrolled: 22

### WESTERN RESERVE UNIVERSITY

Cleveland, Ohio

200. **The Far East and Its Relations to Europe and the United States.** (Department of History.)

This course will sketch the history of the expansion of Europe in relation to the Far East and India, will include a brief account of British and French Asiatic empires, the development of China, the transformation of Japan.

Semester hours: 3

Enrolled: 50

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**WESTERN STATE TEACHERS COLLEGE** Kalamazoo, Mich.

200. **Geography of the Orient.\*** (Department of Geography. Professor Belle Strunk, B.S.)

A study of the relationships between the elements of the natural environment and the social, political and economic activities of the people in the various geographic regions of the major countries of the Orient. Special emphasis is placed upon China, Japan and India.

Semester hours: 2 $\frac{2}{3}$

200. **History of China and Japan.** (Department of History. Professor James O. Knauss, Ph.D.)

A course designed to show in outline the development of civilization in the two countries. A study will be made of their chief present-day problems (stressing the relations with other countries).

Semester hours: 2

Enrolled: 51

**WHITMAN COLLEGE**

Walla Walla, Wash.

100. **The Far East.** (Department of History. Professor J. C. Jacobs, M.A.)

A study of the Orient with special references to the political and commercial interests of America.

Semester hours: 3

Enrolled: 30

**WILLAMETTE UNIVERSITY**

Salem, Oregon

200. **American Oriental Relations.** (Department of History. Associate Professor Gatke, Ph.D.)

A history of the commercial, diplomatic and social relations of America with the Orient with primary attention given to relations with China and Japan.

Semester hours: 2

Enrolled: 30

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### UNIVERSITY OF WISCONSIN

Madison, Wis.

200. **Geography of Asia.** (Department of Geography. Assistant Professor Glenn Trewartha, Ph.D.)

The continent is sub-divided into geographical units which are studied in detail, major emphasis being placed upon description and interpretation of landscape. Summaries are made by national units also.

Semester hours: 3

Enrolled: 13

200. **Far Eastern Politics.** (Department of Political Science. Professor Frederic A. Ogg, Ph.D.)

A survey of diplomatic and political history of the Far East from the early nineteenth century with emphasis on events since 1914.

Semester hours: 2

Enrolled: 23

300. **Seminar in World Politics: The Far East.** (Department of Political Science. Professor Frederic A. Ogg, Ph.D.)

A seminar in world politics. In the first semester the topics taken up relate to the Far East, and in the second semester to Africa and the Near East.

Semester hours: 2

Enrolled: 13

### WITTENBERG COLLEGE

Springfield, Ohio

200. **History of the Far East.** (Department of History. Assistant Professor W. K. Gotwald, Ph.D.)

The development of China and Japan, and their relation to Europe and America.

Semester hours: 4

Enrolled: 29

Given alternate years

1928-29

100. **China: An Interpretation** (Department of Religion. Professor A. O. Becker, D.D.)

The course will include a study of political conditions, literary

## CHINA AND JAPAN

tendencies, changing ideals among women, labor organizations, socialism, militarism, Chinese students and religion, anti-Christian movements, cooperative movements; evangelistic, medical, educational, social and industrial problems.

Semester hours: 2

Enrolled: 29

Course given every fourth year.

### 100. Study of Japan. (Department of Religion. Professor A. O. Becker, D.D.)

This course will take up the study of Japan, her assets and liabilities; her militarism, reaction and liberalism; her religious resources and problems; the epochs and achievements of her Christian movements, and her challenge of today and tomorrow.

Semester hours: 2

Course given every fourth year

## COLLEGE OF WOOSTER

Wooster, Ohio

### 200. Modern China and Japan. (Department of History. Professor Hail, Ph.D.)

Semester hours: 4

Enrolled: 25

### 200. Missions and Comparative Religion. (Department of Religion. Professor Creighton, Ph.D.)

Semester hours: 2

Enrolled: 6

## UNIVERSITY OF WYOMING

Laramie, Wyo.

### 200. Oriental Politics and Civilization. (Department of Political Science. Professor H. J. Peterson, Ph.D.)

A study of contemporary political institutions and problems of China, Japan and India. The course also includes as a background a brief review of Oriental civilization.

Semester hours: 2

Enrolled: 25

## IN OUR UNIVERSITY CURRICULA

### YALE UNIVERSITY

New Haven, Conn.

300. **History of the Christian Church in China.** (Department of Religion. Professor Latourette, Ph.D.)

The history of Christianity—Nestorian, Roman Catholic, Russian Orthodox, and Protestant missions—in China from the beginning to the present time. Also the present problems of the Church in China.

Semester hours: 3

Enrolled: 18

Course omitted 1928-29; given 1929-30.

200. **Chinese History: Culture and Institutions.** (Department of History. Professor Latourette, Ph.D.)

Course dealing with the physical features and history of China; the development and outstanding characteristics of the government, religion, and art; and the economic and social conditions and institutions of the Chinese people.

Semester hours: 6

Enrolled: 22

300. **Religious History of Japan.** (Department of History. Assistant Professor Asakawa, Ph.D.)

Origin and growth of Shinto; development of Buddhism and Confucianism in Japan; and the part these religions have played in her national life.

Semester hours: 2

Enrolled: 4

Course omitted 1928-29.

300. **History of China in the Nineteenth Century.** (Department of History. Professor Latourette, Ph.D.)

Begins with brief sketch of Chinese institutions before 1800, and traces the transformation of China during the past hundred years. Relations of China with foreign powers to present time, and its internal development.

Semester hours: 2

Enrolled: 4

Course omitted 1927-28; given 1928-29.



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300. **The Religions of China.** (Department of Religion. Professor Latourette, Ph.D.)

The historical development of religion and philosophy in China. Literature, organization, practices, and present status.

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## Oriental and Pacific Studies at the University of Hawaii

**T**HROUGH an error, no material on the University of Hawaii was included in the first printing of this study. This special section describes the Oriental and *other* Pacific studies offered by that University.

The total number of courses on the Orient is 22, which makes the University of Hawaii stand third in the group of institutions offering the largest number of courses. Three hundred and twenty-seven students are reported enrolled in these courses which combined represent 99 semester hours of academic credit.

The University of Hawaii is very favorably situated for study of the meeting of races. The meeting here of East and West is not unique, but the nature of that meeting is quite unique, and distinctive of Hawaii. The presence of many races in large numbers neutralizes the effect of a single allegiance, making Hawaii truly the "Geneva of the Pacific," international in thought and outlook.

Hawaii, with no intent of its own to be such, has become a human laboratory in which density is compounding races and merging cultures while mankind is looking on and wondering what the results will be.

In this setting is the University of Hawaii, with its thousand students representing many races and about equally divided between Oriental and Occidental. Standard courses are offered by the University in the usual disciplines, including physical, biological, and social sciences, languages and literature, art, education, history, engineering, agriculture, and others. Many of these are of interest to the student of general international relations, while some are of special importance for the proper understanding of race problems and relations of

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Pacific nations and peoples. Courses pertaining to the Orient and the Pacific are outlined below:

### UNIVERSITY OF HAWAII

Honolulu, Hawaii

200. **Oriental Art.** (Department of Art. Assistant Professor Adelaide Morris, M.A.)

An appreciative study of the art of the Orient. Lantern lectures, class discussions, and excursions to Honolulu Academy of Arts, museums and stores.

Semester hours:4

Enrolled:17

100. **First Year Chinese.** (Department of Chinese. Professor Shao Chang Lee, M.A.)

Study of foundation characters. Reading and construction of characters and sentences; dictation, simple conversation, and translation.

Semester hours:6

Enrolled:16

100. **Second Year Chinese.** (Continuation.)

Semester hours:6

Enrolled:21

200. **Third Year Chinese.** (Continuation.)

Reading of short stories and simple newspaper articles; study of simple poems and proverbs; letter writing, composition, and translation.

Semester hours:6

Enrolled:6

200. **Classical Literature.**<sup>o</sup> (Continuation.)

Study of selected works of Confucius, Mencius, Mocius and of several other authors of the various periods in the history of Chinese literature. This course is especially prepared for those college students who have graduated from the Chinese language schools.

Semester hours:4

## IN OUR UNIVERSITY CURRICULA

- 200. Foreign Trade.** (Department of Economics and Business. Assistant Professor Victor W. Bennett, M.A.)

Semester hours:6 Enrolled:18

- 200. World Literature.**<sup>o</sup> (Department of English. Assistant Professor Gregg M. Sinclair, M.A.)

An outline course in world masterpieces in English translation. The Classics of China, Japan, India, Persia, Greece, and Italy. Semester hours:6

- 100. First Year Hawaiian.** (Department of Hawaiian. Professor John Wise.)

Semester hours:6 Enrolled:24

- 100. Second Year Hawaiian.** (Continuation.)

Semester hours:6 Enrolled:22

- 200. Third Year Hawaiian.** (Continuation.)

Semester hours:6 Enrolled:9

- 300. Hawaiian Literature and Arts.** (Continuation.)

Semester hours:4 Enrolled:5

- 100. History of Japan.** (Department of History. Professor Tasuku Harada, D.D., LL.D.)

A brief survey of Japanese history. Emphasis on the political, social, and intellectual development of modern Japan.

Semester hours:4 Enrolled:21

- 100. History of China.** (Department of History. Professor Shao Chang Lee, M.A.)

A general survey of Chinese history. First semester, the development and expansion of Chinese culture to the 17th century. Second semester, foreign relations and internal problems from the 17th century to the present.

Semester hours:4 Enrolled:16

## CHINA AND JAPAN

- 100. History of Oceania.** (Department of History. Instructor Ralph S. Kuykendall, M.A.)

Discovery and exploration; work of traders and missionaries; colonization of Australasia; acquisition of islands by the great powers; international rivalries; recent developments.

Semester hours:2

Enrolled:43

- 200. History of Oriental Religions.** (Department of History. Professor Tasuku Harada, D.D., LL.D.)

Lectures on the religions of India, China and Japan, and the modern religious and ethical movements in those countries.

Semester hours:2

Enrolled:21

- 200. United States and Europe in the Pacific.** (Department of History. Instructor Ralph S. Kuykendall, M.A.)

Semester hours:4

Enrolled:59

- 200. Chinese Civilization.** (Department of History. Professor Shao Chang Lee, M.A.)

Semester hours:2

Enrolled:41

- 200. Asia's Contribution to the Development of Science.\***  
(Carnegie Visiting Professor Rokuro Nakaseko, Ph.D.)

Semester hours:3

Enrolled:36

- 100. First Year Japanese.<sup>o</sup>** (Department of Japanese. Professor Tasuku Harada, D.D., LL.D.)

Colloquial Japanese; pronunciation, conversation and grammar using romanized spelling. Reading, translating, and writing in Katakana and Hiragana, using Japanese readers.

Semester hours:6

- 100. Second Year Japanese.** (Continuation.)

Semester hours:6

Enrolled:24

## IN OUR UNIVERSITY CURRICULA

**200. Advanced Japanese.** (Continuation.)

Semester hours:6

Enrolled:50

**200. Japanese Literature.** (Continuation.)

Semester hours:4

Enrolled:14

**200. Governments of the Far East.** (Department of Political Science. Assistant Professor Kalfred Dip Lum, Ph.D.)

Semester hours:3

Enrolled:15

**200. Far Eastern Diplomacy.** (K. D. Lum.)

Semester hours:3

**200. Racial Psychology.** (Department of Psychology. Professor Stanley D. Porteus.)

A course of study based on comparative researches on Orientals and Occidentals, both pure and hybrids.

Semester hours:2

Enrolled:51

**200. Cultural Contacts in Hawaii.**<sup>o</sup> (Department of Sociology. Professor Romanzo Adams, Ph.D.)

A study of social contacts among the various racial and cultural groups in Hawaii. Social inheritances. Conditions of contact. The persistence of old culture elements. The acquisition of American culture. Interracial marriage and the amalgamation of the races. Factors affecting the rate and character of amalgamation. Recent trends.

Semester hours:2

**300. Some Aspects of Race Contacts in Hawaii.** (Professor Romanzo Adams, Ph.D.)

Semester hours:4

Enrolled:7





















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